DOCUMENT RESUME

ED 444 081 CG 030 231

AUTHOR	Berg, Stephen R.; Berg, Kathleen F.
TITLE	Relative Risk of Violence among Department of Defense Connected Students in Hawai'i Schools: Report with Appendixes.
INSTITUTION	Hawaii Univ., Manoa. Curriculum Research and Development Group.
SPONS AGENCY	Office of Elementary and Secondary Education (ED), Washington, DC. Safe and Drug Free Schools Program.
PUB DATE	2000-03-00
NOTE	381p.; For a copy of this report without appendixes, see CG 030 232. "With support from the George Washington University Hamilton Fish National Institute on School and Community Violence, GWU project number AE16200."
CONTRACT	97-MU-FX-K012
PUB TYPE	Numerical/Quantitative Data (110) -- Reports - Research (143)
EDRS PRICE	MF01/PC16 Plus Postage.
DESCRIPTORS	*Behavior Problems; Elementary Secondary Education; *Military Personnel; *Predictor Variables; Tables (Data); *Violence
IDENTIFIERS	*Department of Defense; *Hawaii

ABSTRACT

This study was undertaken to determine the relative risk of violence among students attending Hawaii schools with higher proportions of children of Department of Defense (DOD) personnel. Approximately 12% of the total public school enrollment of nearly 190,000 students is DOD connected. Forty-eight schools (8 high schools, 8 intermediates, and 32 elementary schools) enroll about 95% of the military dependents and nearly 80% of all federal departments in Hawaii public schools. Data for these 48 schools were analyzed and means compared to statewide averages for the past 3 school years on indicators and variables related to risk of disorder and violence. These included measures of socioeconomic status, limited English proficiency, attendance, graduation, student perceptions of home-school relations and learning climate, and the rates of commission of six categories of offenses leading to suspensions. The most salient risk factor for disorder and violence for DOD-connected students and for most students in Hawaii is large school size. On most measures, the schools with high percentages of DOD dependents compared favorably with statewide averages for comparable schools. Exceptions were drug offenses related to smoking cigarettes. Appendix A is "Federally Connected Pupils by School and Employing Agency"; Appendix B is "Hawaii Public High Schools, Intermediate and Middle Schools, and Elementary Schools Ordered by Percent Enrollment Military in School Year 1997-98"; Appendix C is "School Status Report for School Year 1997-98 for the Hawaii High Schools, Intermediate and Middle Schools, and Elementary Schools with the Highest Percentages of Department of Defense Dependents Enrolled"; Appendix D is "Tables from the Hawaii State Department of Business, Economic Development, & Tourism"; and Appendix E is "Selected Newspaper Articles from 'The Honolulu Advertiser.'" (Contains 16 references.) (MKA)

Reproductions supplied by EDRS are the best that can be made
from the original document.

ED 444 081

Relative Risk of Violence Among Department of Defense Connected Students in Hawai‘i Schools

Report with Appendixes

by

Stephen R. Berg, Hawaii Pacific University
Kathleen F. Berg, University of Hawai‘i at Manoa[*]

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

● Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

---

[*] This report was produced by the University of Hawai‘i Curriculum Research & Development Group as part of the Hawai‘i Informed Prevention System, a project funded by the U.S. Department of Education Safe and Drug-Free Schools Program, and with support from The George Washington University Hamilton Fish National Institute on School and Community Violence, grant number 97-MU-FX K012. GWU project number AE16200.

CG030231

BEST COPY AVAILABLE

March 2000

Relative Risk of Violence Among Department of Defense Connected Students in Hawai'i Schools

by

Stephen R. Berg, Hawaii Pacific University
Kathleen F. Berg, University of Hawai'i at Manoa

Abstract

This study was undertaken to determine the relative risk of violence among students attending Hawai'i schools with higher proportions of children of Department of Defense (DOD) personnel. Approximately 12% of the total public school enrollment of nearly 190,000 students is DOD connected. Forty-eight schools (8 high schools, 8 intermediates, and 32 elementary schools) enroll about 95% of the military dependents and nearly 80% of all federal dependents in Hawai'i public schools. Data for these 48 schools were analyzed and means compared to statewide averages for the past 3 school years on indicators and variables related to risk of disorder and violence. These included measures of SES, limited English proficiency, attendance, graduation, student perceptions of home-school relations and learning climate, and the rates of commission of six categories of offenses leading to suspensions. The most salient risk factor for disorder and violence for DOD-connected students, and for most students in Hawai'i, is large school size. On most other measures, the schools with high percentages of DOD dependents compared favorably with statewide averages for comparable schools. Exceptions were drug offenses related to smoking cigarettes, where rates at several high schools exceeded the state mean, and student perceptions of their schools' home-school relations and learning climates, which were some of the least positive in the state. Although schools with high proportions of DOD-connected students appeared to be no more at risk for violence than students in other public schools in Hawai'i, statewide indicators, such as those from the Hawai'i Youth Risk Behavior Surveys, show that some risks for disorder and violence are relatively greater in Hawai'i than in other U.S. middle and high schools. Of particular concern are Hawai'i students' relatively high rates of reporting risk behaviors related to unsafe school campuses—physical fights, property damage and theft, early marijuana use, alcohol and marijuana use on school property, and the availability on school property of illegal drugs.[*]

---

[*] This report was produced by the University of Hawai'i Curriculum Research & Development Group as part of the Hawai'i Informed Prevention System, a project funded by the U.S. Department of Education Safe and Drug-Free Schools Program, and with support from The George Washington University Hamilton Fish National Institute on School and Community Violence, grant number 97-MU-FX K012, GWU project number AE16200.

Introduction
Background for the Study

This study was undertaken to determine the relative risk of violence among students attending Hawai'i schools with higher proportions of children of Department of Defense (DOD) personnel. Recent national and local events have heightened concern about what appears to be a growing problem of violence in our communities and schools. "Tragedy in paradise: The Xerox shootings" was *The Honolulu Advertiser* headline on 3 November 1999. The newspaper stories went on to describe the slaying of seven people by a coworker as the worst mass murder in the state's history and the latest in a series of shootings at schools, churches, and businesses across the nation. Local people reacting to it were shocked, then saddened. References were made to Littleton, Colorado and the horrific school shootings there, to our society's culture of violence and its manifestations on our roads, in our homes and workplaces, and in the media. Some of the people interviewed in the wake of the tragedy were not surprised that it finally happened in Hawai'i. "It's right under the surface; it's always right there" (Dayton & Nakaso, p. A1) was the comment of one, who went on to say that the problems of racial tension, people working multiple jobs, and drug abuse in Hawai'i are ignored. Another said the pace of living and working in Honolulu makes people self-absorbed so that "we don't see the truth" (p. A10). "This is the best place in the world to live, but we have not been immune to violence" (p. A10).

Honolulu as a busy urban center might be the expected place for violent outbursts to occur. But rural O'ahu and the outer islands have not been immune to violence either, nor have the schools there.

School Violence and the Department of Education

James Campbell High School in Ewa Beach, a rapidly developing area well west of Honolulu, suspended 25 students after a 2 February 2000 brawl at the school that resulted in the hospitalization of two students (Gonser, 2000). Several parents kept their children out of school over safety concerns surrounding this incident and others. During the previous year the school suffered the theft of $50,000 worth of new computers as well as the injury of 13 students in January 1999 from the explosion of a homemade "sparkler bomb" in a stairwell; three students were arrested for the latter. The president of the Campbell Parent Teacher Student Association (PTSA) told the newspaper that parents consider school safety a higher priority even than curriculum. In response to concerns, the school hired more security guards and brought in off-duty police officers. In mid-February the school principal announced formation of a task force of teachers, "military families, parents and students" (p. A23) to look for ways to prevent campus violence in the future.

Many were shocked when an eighth-grader on Maui was hospitalized after a vicious beating by four classmates at Kalama Intermediate on 17 November 1999. The boy was kicked in the stomach so hard that his pancreas was damaged; he was in the hospital in guarded condition and expected to be there for 6 weeks (Gordon, 1999). According to his mother, her son had been the target of teasing and unprovoked attacks before the beating incident, and she described how he had been tripped and shot with paper clips that cut his skin (Keesing, 1999). She, and over 100 others gathered at a PTSA meeting on 30 November, were very vocal about their belief that Kalama Intermediate was a dangerous school; she felt the school officials had not taken the incident seriously enough (Gordon, 1999). Three weeks after the attack, *The Honolulu Advertiser* ran a story on bullying in the schools, wherein it was reported that Hawai'i educators said it is "time to stop sweeping the issue under the carpet as something that is 'just part of growing up'" (Keesing, 1999, p. A27). The article included statistics on harassment incidents that are reported by schools to the Hawai'i Department of Education (DOE) and described a "troubling new trend" here—court-issued temporary restraining orders to prevent students from approaching or contacting other students. The DOE reported plans to provide training in February 2000 to a group of teachers who can then lead workshops for other teachers on "bully-proofing" schools. The DOE has also produced a video on bullying to be distributed to all intermediate and high schools as soon as funding allows, and its definition of harassment will now include the word "bully."

The DOE is taking steps to deal with violence in Hawai'i schools. Reported along with the sometimes sensationalized news of violent incidents at schools is ample evidence that the DOE knows Hawai'i is not immune and that the Department is trying to deal with, not ignore, the problem. The reaction by DOE may be typically low key, in keeping with the local culture, but it is also limited by funding during a time when the state has been suffering from a long-term economic downturn. Still, the DOE has been taking steps to deal with conflicts on their public school campuses. The DOE was forced to look very seriously at diversity education by a series of headline-grabbing incidents in 1997, '98, and '99 involving African American students being mocked or harassed for their race (Anwar, 1999). A news article in August 1999 described formal diversity programs at Maui's Lahainaluna High School and Pahoa Intermediate and High School on the Big Island. Kevin Shollenberger, Hawai'i regional director of the National Coalition Building Institute who was overseeing those programs for the DOE, was described as saying that one of the challenges was "breaking through Hawai'i's veneer of interracial aloha" (p. A3). Because of this, many believe that racism is not a problem here. The DOE acknowledges otherwise and is actively looking for "a solid diversity curriculum" to institutionalize tolerance, not just "do a one-shot deal" (p. A3).

The DOE has taken other steps toward improving the safety of school campuses. Over a year ago, the DOE joined with the Hawaiian Association of Independent Schools, the Hawaii Catholic Schools, and members of the Honolulu Police Department and the State Legislature to form the Hawaii Schools Safety Consortium. This effort to bring the three schools systems—public, private, and parochial—into accord on school safety issues has succeeded in opening lines of communication, sponsoring presentations and workshops on teasing and bullying, adopting the Children's Peace Camp Hawaii, and introducing three bills for consideration by the State Legislature.

The DOE has acknowledged that bigotry and violence are problems here just as they are elsewhere in the country, and they have sought and won federal funds to help combat the problem. In September 1999, the Central school district was awarded an anti-violence grant of $1.8 million per year for 3 years for social services and community police work (Blakeman, 1999). In March 2000, State Schools Superintendent Paul LeMahieu announced the expenditure of part of those funds for placing retired law enforcement officers in 12 public high schools as "school safety managers" (Masuoka, 2000, p. A1), saying, "The issue of safety on campus is a pressing concern." Officers are also planned for 11 middle schools next school year. These are serious efforts aimed at the prevention of school violence and the re-establishment of a sense of safety at school. Such efforts are needed and would be well informed by the identification of groups and schools most at risk for violence and most in need of preventive measures.

Focus of the Present Study

That returns us to the focus of the present study—the relative risk of violence among students attending Hawai'i schools with higher proportions of children of Department of Defense (DOD) personnel, both military and civilian.

The prominent presence of the military in Hawai'i results in a large, distinct group of students who may or may not be differentially at risk of school violence (perpetration, victimization, and anti-social behavior in general). The existence of education liaisons from each branch of the military services is an acknowledgment of potential special circumstances and problems that could arise within the school community that serves both the widely diverse population of the State of Hawai'i and the more transient military community. More recently, the establishment of the Joint Venture Education Forum, consisting of 16 military officers and state educators and cochaired by the superintendent of schools and an Air Force officer from the U.S. Pacific Command, highlights the military's concerns about education in Hawai'i as well as the DOE's commitment to resolve those issues (Gordon, 2000). Evidence, in part, of concerns for student safety is the growing popularity of home schooling among military families in Hawai'i, supported by several chapters of the Military Home Educators Network (MHEN) here and the availability on military bases of special gymnastics and other sports classes specifically for home schooled students (Koehlmoos, 2000).[1]

To the Department's credit, the DOE does not as a rule single out this subgroup of military dependents; they are fully integrated into the state's public schools. Consider also that the Department of Defense connected students in Hawai'i consist of more than just dependents of military personnel. They also include dependents of the large contingent of civilian federal employees of the DOD, many of them members of the local community, born and raised in the Islands and life-long residents.

---

[1] Estimates of how many students are home schooled in Hawai'i range from the DOE's low figure of 2523, based on the number who have registered with their local public school as required by law, to high figures of from 6000 to 9000, the estimate of the National Home Education Research Institute (NHERI) based on local membership in home schooling organizations, circulation of related publications, census data, and other figures NHERI uses. A recent study based on interviews with home schooling mothers indicates that the practice is prevalent in the local military community and prompted in part by concerns about school violence (Koehlmoos, 2000).

To determine the relative risk to DOD-connected students for this study, it was necessary first to characterize them and locate them within the state school system, then to examine those schools most populated by them. Where school-level data were not available, statewide data were used to assess the overall risk of violence in Hawai'i schools, risks that presumably affect DOD-connected students in Hawai'i schools, too. As well as reporting the results of analyses done for this report, the authors have made an effort to include other data that may be useful for designing further analyses as well as for putting the results of this report in context (see Appendixes A, B, C, D, and E). Included are newspaper accounts of recent incidents and reactions and DOE efforts to deal with problems related to violence in Hawai'i schools and to the perception that it is a growing problem here as well as elsewhere (see Appendix E).

Method
Data Sources and Analyses

The resources drawn on for this report include the following: (a) the last 3 years of school-level data for Hawai'i Department of Education schools, including the DOE's School Status and Improvement Reports (SSIR) for school year 1997–98; (b) results from the 1997 Youth Risk Behavior Surveys (YRBS); (c) the *1998 Hawaii Student Alcohol and Drug Use Study*; and (d) the fourth annual "Quality Counts" report by *Education Week* magazine.

DOE School-Level Data

The most recent, most complete set of school-level DOE data available in a format that could be readily analyzed for this study was for the school year 1997–98. Those data were used for the purpose of characterizing the DOD-connected student population, locating them in the state school system, and exploring possible relationships between the proportions of federal dependents in a school and the rates of various offenses that led to suspensions in that school. The latest offense data available by school included the number of each of 24 different kinds of offenses associated with suspensions reported by that school to the DOE for a given school year. For purposes of analysis and reporting, the 24 kinds of offenses were aggregated into six general categories as indicated in the following list.

- Violent offenses
    - assault, extortion, robbery, sexual offenses, terroristic threatening
- Property offenses
    - property damage, burglary, theft
- Weapons offenses
    - dangerous weapons, firearms
- Drug offenses
    - marijuana, alcohol, smoking, illicit substances, sale of illicit substances, drug paraphernalia
- Deportment offenses
    - disorderly conduct, harassment, insubordination
- Other offenses
    - gambling, trespassing, false alarm, contraband, other school rule offenses

Scatter plots were created and correlation coefficients were calculated among the following variables: the percentage of enrollment that was federally connected (military, non-military, and total, excluding low rent housing recipients) by school, the offense rate per 100 students for each of the six categories of offenses reported by school, and school size (official September enrollment by school). These analyses were done separately for high schools (H), intermediate (I) and middle (M) schools, and elementary schools (E). Multilevel schools (e.g., H/E, H/I, E/I) and the few schools in Hawai'i that did not appear in the DOE database of federally connected pupils were not part of these correlational analyses.

To help locate DOD-connected students within the school system, all regular public schools in Hawai‘i in 1997–98 were ranked twice, once by percentage of enrollment that was federally connected and again by percentage of enrollment that was connected to the military only. Those high schools (H), intermediate/middle schools (I/M), and elementary schools (E) that ranked high on both lists were further examined by using each school's *School Status and Improvement Report* for school year 1997–98. In addition, for each of those schools identified, another individual school profile was created that featured school-level background information and suspension-related offense data along with the district and state averages on those same variables for comparable schools (schools of the same grade span as the target school) for the past 3 school years.[2]

Limitations of the Databases

A few comments about the databases are in order here, particularly about the federally connected pupils database and the database of offenses by school.

Federally Connected Pupils Database. First, the federally connected pupils database is compiled annually by the DOE to determine the amount of impact aid owed to the Hawai‘i school system by the federal government. Students whose parents live, work, or live and work on federal property or live in federally subsidized low rent housing are categorized and counted. The complete database available for this report has two parts: federally connected pupils by school and employing agency excluding low rent housing recipients and the low rent housing pupils by school and employing agency. For the majority of this report, only the first part of the database was used. The low rent housing pupils included only four military dependents so was excluded from the analyses as not being representative of DOD-connected students.

In the database, pupils are classified using six categories of parental employment: five military (Air Force, Army, Navy/Marine Corps, Coast Guard, and National Guard) and one non-military. The five military categories are obviously DOD-connected students. The non-military category includes the many students whose parents are DOD-connected civilian employees, but it also includes students whose parents are connected with other federal departments and agencies operating in Hawai‘i (e.g., the FBI, USDA, FAA, Customs Service, Immigration). The non-military federally connected pupils are, therefore, not all DOD connected. A percentage of those who are DOD-connected can be estimated by using employment figures from the Hawai‘i State Department of Business, Economic Development & Tourism (DBEDT). By DBEDT figures, in 1998 there was an average of 30,400 federal government jobs in Hawai‘i and an average of 16,050 civilian employees of the Air Force, Army, and Navy in Hawai‘i that year (see Appendix D for source data). By these figures, 53% of the non-military federal jobs in 1998 were held by DOD civilian personnel, so we estimate that slightly over half of the non-military federal dependents were DOD connected. In this study, the analyses were generally done for three separate groups: military dependents only, non-military dependents only, and all federal dependents (excludes low rent housing pupils).[3]

---

[2] These individual school profiles with comparable district and state means, minima, and maxima were developed by the Hawai‘i Informed Prevention System (HIPS) at the University of Hawai‘i Curriculum Research & Development Group as part of a federal project funded by the U.S. Department of Education Safe and Drug-Free Schools Program.

Offenses Leading to Suspensions Database. Second, the offense data show great variability from school to school that seems to indicate as much variability in schools' recording and reporting of offenses as in the actual occurrences of offenses. This is especially true at the elementary school level and with the reporting of offenses in the categories of *deportment* and *other*, which do not usually involve breaking of laws and police reports. There are also data missing from this DOE database, especially from elementary schools, indicating that some schools did not submit reports, perhaps because they had no suspensions that year, or submitted them too late. Another caveat regarding the offense data is this: the offenses recorded are only those associated with suspensions in the schools. They are, then, only a gross measure of school disorder, reflecting behaviors that collectively resulted in only the extreme consequence of suspension. Most students who are suspended are charged with a number of offenses, so the raw data do not fairly reflect the number of students involved either. There are also repeat offenders, so that even the number of suspensions is not the same as the number of different students suspended. For the analyses here, we use offense rates, the number of offenses that lead to suspensions per 100 students enrolled. Caution is advised for using the data to make school-to-school comparisons: they are more useful and valid for comparing a single school to itself over time.

Given the limitations of the original databases and cautions about their use, they can still be valuable to help identify possible relationships and warn of potential trouble areas where preventive measures might be applied with good effect.

Results From the 1997 Youth Risk Behavior Surveys (YRBS)

The Hawai‘i Department of Education has conducted the YRBS biennially, in odd years, since 1991 with federal support from the Division of Adolescent and School Health, Centers for Disease Control and Prevention (CDC). This study draws on results of the 1997 surveys conducted among a representative sample of 1409 high school and 1450 middle school students in Hawai‘i (Pateman, Saka, & Lai, in press) and uses the nationally representative YRBS data for comparison. The Hawai‘i and United States YRBS are used to monitor six categories of priority health risk behaviors that contribute to the leading causes of morbidity, mortality, and social problems among adolescents and adults in the United States. Comparing Hawai'i youth risk behaviors with risk behaviors among youth across the country can help identify relative risk for students in Hawai'i schools in the following categories: behaviors that contribute to unintentional and intentional injuries, tobacco use, alcohol and other drug use, sexual behaviors that contribute to unintended pregnancy and sexually transmitted diseases, unhealthy dietary behaviors, and physical inactivity. Of particular interest for this study are the first three categories of behaviors: injury and violence, tobacco use, and alcohol and other drug use.

---

[3] There is some evidence that this database undercounts military dependents in the state's schools. A recent newspaper article stated that "there are 28,000 military children in Hawai‘i's public schools" (Gordon, 2000, p. A5). A recent communication with a DOE statistician produced a figure less than that but more than the DOE database used for this report indicates (16,716). The authors are working to resolve these apparent inconsistencies. Note that DOD and DBEDT tables in Appendix D do not separate out school-age dependents from total military dependents.

Data from the Hawai'i surveys were statistically weighted to reflect the likelihood of sampling each student and to reduce bias by compensating for differing patterns of nonresponse (Saka & Lai, 1998a, 1998b). This allows us to make inferences concerning risk for all Hawai'i's public intermediate/middle and high school students. Reported and discussed here are the Hawai'i middle school results, Hawai'i high school results, U.S. high school results, and Hawai'i's relative rank among states/territories having weighted YRBS data (24 states and 3 territories) for each of the 45 YRBS items relating to injury and violence and tobacco, alcohol, and other drug use.

Although efforts are now being made with the CDC to get YRBS school-level data in the future, in the present data files the school identifiers had been stripped out and were not retrievable for the 1997 (and, it appears, for the 1999) data. As measures of risk and disorder, these school-level data, when they become available, will be enormously valuable. Unfortunately, for this report we could draw on only statewide results.

Results From the *1998 Hawaii Student Alcohol and Drug Use Study*

Only the introduction and overview of key findings were available at this time from this 450-page report, whose title in full is the *1998 Hawaii Student Alcohol and Drug Use Study (1991-1998) Hawaii Adolescent Treatment Needs Assessment* (Klingle & Miller, 1999). The report includes findings from a survey administered in the spring of 1998 to all 6th, 8th, 10th, and 12th grade students in attendance who had written parental consent to participate in the study. Survey responses came from over 25,000 students in 204 public schools and 44 private schools in Hawai'i. The study was done under the sponsorship of the State of Hawai'i Department of Health, Alcohol and Drug Abuse Division (ADAD) and draws on previous like surveys done as early as 1987 to assess trends in substance use by youth in Hawai'i. Hawai'i students are compared to other students in the U.S. by referring to comparison data from the national research and reporting program called *Monitoring the Future: A Continuing Study of the Lifestyles and Values of Youth.* Also, by using the DSM-III-R diagnostic criteria for substance abuse and dependence along with the surveys, the authors determined substance abuse treatment needs for students in Hawai'i. Study results for individual schools and districts are to be reported in separate documents; those were not available to us at this time but would be worthwhile pursuing, presuming there were representative samples of respondents to the survey at the schools identified with higher proportions of children of DOD personnel. Note that the data from the ADAD-sponsored surveys are not statistically weighted to compensate for over- or undersampling of particular schools or groups of students, and the sample size has differed greatly from year to year.

“Quality Counts 2000” Report by *Education Week* Magazine

Education Week compiled data on over 75 indicators to assign point scores and grades to each state in the nation in five categories: student achievement, standards and accountability, improving teacher quality, school climate, and resources. Complete details about what was graded and how are readily available at the *Education Week* Web site (www.edweek.org). For this study to determine the relative risk of violence for DOD-connected students in Hawai‘i schools, the category of school climate was of particular interest.

Results

Distribution of Federally Connected Students in Hawai‘i Public Schools

In Hawai‘i there is only one school district, which is administered by the State. The schools are divided geographically into seven groups, which are called *districts*, however. Four districts are on O‘ahu: Honolulu, Central, Leeward, and Windward. The Maui district includes Lana‘i and Moloka‘i; Kaua‘i district includes Ni‘ihau. The Big Island makes up the Hawai‘i district. Data collected in 1997–98 show federally connected students (including low rent housing pupils) enrolled in 229 of the 246 regular public schools open at that time (93%). Percent enrollment per school ranged from over 100% (an artifact of the different times that enrollment data and federally connected student data were collected) to 0% for 17 outer island schools not listed in the DOE federally connected pupils database that year. See Figure 1.

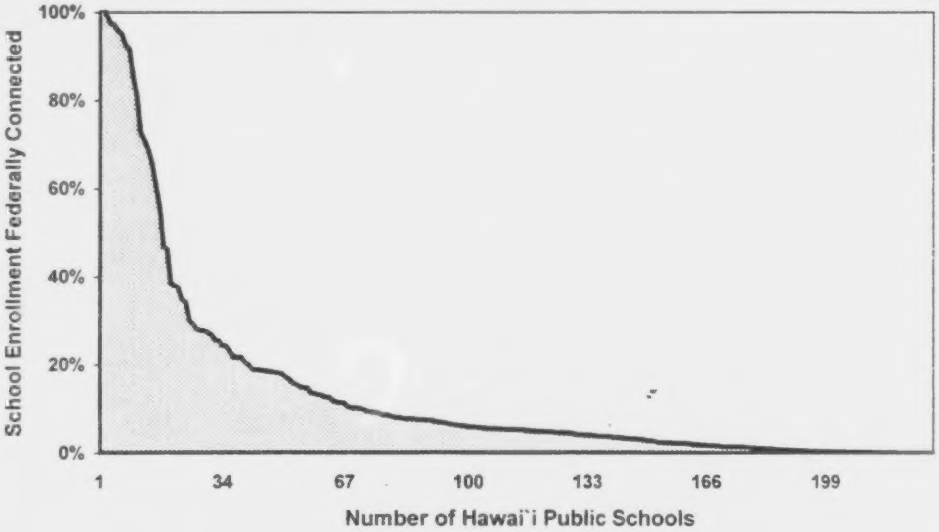


FIGURE 1. Distribution of federally connected pupils in Hawai‘i public schools as a percentage of enrollment per school (includes low rent housing pupils).

When the low rent housing pupils are removed from the analysis, 219 of 246 schools (89%) have federally connected students enrolled. The rest of the analyses in this report exclude the 4284 non-military and 4 military low rent housing pupils counted as federally connected pupils in 1997–98. The term *federal dependents* is used to describe the group that excludes low rent housing pupils; it includes military and non-military dependents and is estimated to be over 80% DOD connected (see page 8 of this report).

In school year 1997–98, all but 2 schools on O‘ahu had at least some federal dependents enrolled, and 2 O‘ahu schools had 100% military enrollment. In Hawai‘i district, 27 of 38 schools (71%) had federal dependents; in Maui, 17 of 30 schools (57%) and on Kaua'i, 14 of 15 schools (93%) had federal dependents as pupils. Overall in the state, federal dependents made up over 14% of the student enrollment in school year 1997-98, well over 26,000 of the approximately 189,000 public school students, nearly two-thirds of those military dependents (over 16,000). Table 1 gives the breakdown by district for military and non-military federal dependents in terms of actual numbers as well as percentage of enrollment.

TABLE 1. *Numbers and percentages of federally connected pupils by Hawai'i public school district for school year 1997–98 (excludes low rent housing)*

District	Official Sept. Enrollment	# Military % Military	# Fed connected non-military % Fed connected non-military	# Total fed connected % Total fed connected
Central	35,538	11,699 32.9%	3675 10.3%	15,374 43.3%
Leeward	37,071	3447 9.3%	3390 9.1%	6837 18.4%
Windward	19,980	1275 6.4%	1034 5.2%	2309 11.6%
Honolulu	35,354	164 0.5%	1253 3.5%	1417 4.0%
Kaua'i	11,039	66 0.6%	360 3.3%	426 3.9%
Hawai'i	28,506	48 0.2%	207 0.7%	255 0.9%
Maui	21,712	17 0.1%	33 0.2%	50 0.2%
Statewide Totals	189,200	16,716 8.8%	9952 5.3%	26,668 14.1%

If we estimate that 53% of non-military dependents are DOD connected, then 21,990 (16,716 + (.53)(9952)) of the 26,668 federal dependents in Table 1 (82%) are DOD connected, and approximately 12% of the Hawai'i public school enrollment is DOD connected.

Table 1 shows the largest impact by federal dependents in 1997–98 was on the Central district, where 43% of students were federally connected, 33% military dependents and 10% non-military dependents. All five of the high schools (grades 9–12) in the Central district had enrollments that were over 18% federal dependents, and in this district are located the two high schools with the highest percentages of military dependents (63% and 27%) as well as the highest percentages of total federal dependents (71% and 38%). The impact on Central district intermediate schools was much the same, with the two highest percentages of military dependents (57% and 36%) as well as total federal dependents (61% and 47%) located in Central district intermediate schools. Seven of the district's elementary schools had enrollments over 90% military dependents. Of the military services, the Navy/Marine Corps had the most dependents in Hawai'i public schools (7743), with the Army a close second (6156) and the Air Force (2440) and Coast Guard (357) a distant third and fourth, respectively. The complete database arranged alphabetically by district can be found in Appendix A. Subsets by school type ordered by percentage of military enrollment are included as tables later in this section and in Appendix B.

TABLE 2. *Number of schools with federal dependents by type and location for school year 1997-98*

Type of School	Number of schools with federal dependents (Number of schools without federal dependents) by district							
	Central	Leeward	Windward	Honolulu	Kaua'i	Maui	Big Island	Total
E: elementary	29	29	23	38 (2)	10	10 (8)	14 (5)	153 (15)
E/I: Elementary and intermediate			1				3 (3)	4 (3)
I: intermediate	5	4	2			3 (2)	2 (1)	16 (3)
M: middle				9	1		(1)	10 (1)
H/I: intermediate and high	1	1	1		2	(1)	3	8 (1)
H/E: elementary and high					(1)	1 (1)	2	3 (2)
H: high school	5	4	3	6	1	3 (1)	3 (1)	25 (2)

Schools in Hawai'i are organized in a variety of different ways, and DOD dependents are part of nearly all types of schools. Table 2 describes the types of schools and number by district and indicates how many of each have federally connected students enrolled. All O'ahu schools have some percentage of federally connected students enrolled. Seven schools in the Maui district have no federally connected students; this includes the schools on Moloka'i and Lana'i. Nine schools on the Big Island of Hawai'i have no federal or DOD dependents enrolled; Ni'ihau in the Kaua'i district has none.

Schools with Higher Proportions of Federally Connected Pupils

Tables in Appendix B list schools in order of the percentage of enrollment that is military dependents; schools with no federal or DOD dependents are not listed. The first lists regular high schools (H). The second lists intermediate and middle schools (I, M). The third lists elementary schools (E). Multi-level schools (H/I, H/E, E/I) are not included in these ranked lists but can be found on the master list in Appendix A. Excerpts from the ranked lists are in Table 3.

In Table 3 are listed in order the schools with the highest percentages of military dependents in school year 1997–98. These include the 8 high schools and 8 intermediate/middle schools with the highest percentages of military dependents (4% to 63% and 2% to 57%, respectively) and 15% or more total federal dependents enrolled, as well as 32 elementary schools with the highest percentages of military dependents (6% to 100%) and over 25% total federal dependents enrolled. The 8 high schools enrolled 96% (2533 students) of the 2637 military dependents in Hawai‘i's public high schools (grades 9–12) and 79% (4510 students) of the 5684 federal dependents in the public high schools. The 8 intermediate schools listed in Table 3 enrolled 96% (1843) of the 1914 military dependents in Hawai‘i's public intermediate (grades 7–8) and middle (grades 6–8) schools and 83% (2718) of the 3290 federal dependents in those types of schools. The 32 elementary schools enrolled 94% (11,384) of the 12,106 military dependents in Hawai‘i public elementary schools (grades K–5 and grades K–6) and 77% (13,302) of all 17,213 federal dependents in the public elementary schools during 1997–98.

The schools in Table 3 were selected for further analysis and description to help characterize the schools where a large percentage of DOD dependents attend. Additional information is provided for each of these schools individually. Located in Appendix C for each of the schools listed in Table 3 is the *School Status and Improvement Report* (SSIR) for the school for school year 1997–98. The SSIRs and other data related to school climate and risk of violence and disorder in DOE schools for the past 3 years were summarized to produce the results in Tables 4, 5, and 6.

TABLE 3. *Hawai'i public schools with the greatest proportion of Department of Defense connected students enrolled during school year 1997–98 listed in order of percentage of military dependents*

High schools (H) with over 15% total federal dependents and military dependents from 63% to 4%[a] (district)	Intermediate/Middle (I/M) schools with over 15% total federal dependents and military dependents from 57% to 2%[b] (district)	Elementary schools (E) with over 25% federal dependents and military dependents from 100% to 6%[c] (district)
Radford (Central)	Aliamanu Inter (Central)	Soloman (Central)
Leilehua (Central)	Wahiawa Inter (Central)	Hale Kula (Central)
Kalaheo (Windward)	Moanalua Inter (Central)	Mokulele (Central)
Moanalua (Central)	'Ilima Inter (Leeward)	Nimitz (Central)
Campbell (Leeward)	Wheeler Inter (Central)	Pearl Harbor Kai (Central)
Mililani (Central)	Kailua Inter (Windward)	Hickam (Central)
Pearl City (Leeward)	Highlands Inter (Leeward)	Shafter (Central)
'Aiea (Central)	'Aiea Inter (Central)	Iroquois Point (Leeward)
		Barber's Point (Leeward)
		Mokapu (Windward)
		Wheeler (Central)
		Lehua (Leeward)
		Aliamanu (Central)
		Red Hill (Central)
		Makalapa (Central)
		Pearl Harbor (Central)
		Helemano (Central)
		Webling (Central)
		Pearl City (Leeward)
		Moanalua (Central)
		Wahiawa (Central)
		Mililani-Uka (Central)
		Mauka Lani (Leeward)
		Mililani-Waena (Central)
		Scott (Central)
		Kekaha (Kaua'i)
		'Aikahi (Windward)
		Holomua (Leeward)
		Kipapa (Central)
		Kalei'opu'u (Leeward)
		Pearl Ridge (Central)
		Mililani-Mauka (Central)

[a] These 8 high schools enrolled 96% of all military dependents in Hawai'i public high schools in 97–98.

[b] These 8 intermediate/middle schools enrolled 96% of all military dependents in Hawai'i public intermediate and middle schools in 97–98. [c] These 32 elementary schools enrolled 94% of military dependents in Hawai'i public elementary schools in 97–98

Measures of Risk for Disorder and Violence

From the SSIRs (Appendix C) and other background and offense data for DOE schools for the past 3 school years, the following variables were selected as possible indicators of risk for disorder and violence in the schools: (a) school size (enrollment); (b) the percentage of students getting free or reduced price lunch, as a measure of socio-economic status; (c) the percentage of students with limited English proficiency (SLEP); (d) average daily attendance; (e) graduation/completion rate (for high schools); (f) the percentage of favorable responses from students to items on the Effective Schools Survey (ESS) dealing with home-school relations and learning climate; and (g) offense rates for violent offenses, property offenses, weapons offenses, drug offenses, deportment offenses, and other offenses. Mean percentages and rates were calculated for each of the last 3 school years for the high schools, intermediate/middle schools, and elementary schools with the greatest proportions of DOD-connected students (those listed in Table 3). These means were compared to the state means for the same variables each year. The results are presented by school level in Tables 4, 5, and 6.

High School Results

In Table 4 the results for high schools show that the average enrollment of the eight high schools with the highest proportions of DOD-connected students exceeded the state mean high school enrollment by over 100 students for each of the last 3 years. DOD-connected students in general attend large, urban high schools in Hawai‘i. On the risk factors reflecting socio-economic status (SES), students with limited English proficiency (SLEP), attendance, and graduation/completion rate, the high schools with the highest proportions of DOD-connected students compare favorably in each case with state averages: smaller percentages of students receiving free or reduced price lunch, smaller percentages of students with limited English proficiency, better average daily attendance, and higher graduation/completion rates.

On the Effective Schools Survey items dealing with home-school relations and those dealing with learning climate at the school, the high-DOD schools showed mixed results. Those schools surveyed in school year 1996–97 showed mean results within 2% of the state averages on those items with a narrower range of responses than the state range, indicating that the high-DOD school students had much the same perception and fewer extreme views of their home-school relations and school learning climate as other high school students in Hawai‘i. Those high-DOD schools surveyed in 1997–98, however, responded much less positively about their home-school relations and school learning climate than the state average and included results at or near the minimum values in the range of state responses, indicating that at those particular high-DOD schools, a much lower proportion of students had positive views about their home-schools relations and the school learning climate than did high school students statewide.

TABLE 4. *Mean percentages and rates on measures of risk for disorder and violence for eight public high schools with the highest proportions of DOD-connected students compared to state means for SY 96-97, 97-98, and 98-99*

MEASURES OF RISK FOR DISORDER	Year	DOD-connected schools		Comparable public schools (grades 9–12)	
		Low to high	Mean	Low to high	Mean
BACKGROUND					
Number of comparable schools	1996–97	8		26	
	1997–98	8		28	
	1998–99	8		28	
September enrollment	1996–97	1180–2285	1794	701–2379	1689
	1997–98	1220–2210	1806	402–2431	1644
	1998–99	1222–2314	1791	779–2500	1645
Percentage of enrollment receiving free/reduced lunch	1996–97	7.1–22.7%	14.2%	5.5–45.0%	21.7%
	1997–98	8.2–27.5%	15.9%	6.8–42.0%	24.0%
	1998–99	8.2–27.1%	16.3%	6.9–50.8%	26.0%
Percentage of enrollment with limited English proficiency (SLEP)	1996–97	1.6–8.1%	4.8%	1.0–20.4%	6.3%
	1997–98	1.9–7.2%	4.4%	1.5–21.5%	6.1%
	1998–99	1.6–9.1%	5.8%	1.6–25.4%	7.9%
Percentage federal dependents	1997–98	18.9–71.1%	32.2%	0–71.1%	13.3%[a]
Military dependents	1997–98	3.6–62.7%	19.2%	0–62.7%	5.7%[a]
Non-military dependents	1997-98	6.0–23.3%	11.7%	0–23.3%	7.6%[a]
Average daily attendance	1996–97	86.5–95.0%	92.2%	80.1–97.3%	90.6%
	1997–98	86.4–96.0%	92.4%	71.7–98.0%	90.5%
	1998–99	87.4–95.7%	92.0%	86.5–98.1%	90.9%
Graduation/completion rate	1996–97	92.3–98.8%	96.5%	87.5–99.4%	94.9%
	1997–98	91.8–98.6%	96.5%	84.6–100%	95.8%
	1998–99	95.0–100%	97.1%	85.2–100%	95.2%
Effective Schools Survey: % of positive student responses to home-school relations items[b]	1996–97	31.0–35.0% (5)	32.0%	22.0–35.0%	30.0%
	1997–98	22.4–26.6% (2)	24.5%	20.4–40.0%	28.3%
Effective Schools Survey: % of positive student responses to learning climate items[b]	1996–97	28.0–35.0% (5)	31.0%	25.0–45.0%	31.9%
	1997–98	17.8–24.7% (2)	21.3%	17.8–42.4%	29.0%

[a]State means include low rent housing pupils and are thus over estimates of the actual state mean percentages of federal dependents in schools. [b]The Effective Schools Survey is conducted on a rotating schedule, approximately every three or four years at any given school. Numbers in parentheses indicate the number of schools in the calculation.

BEST COPY AVAILABLE

TABLE 4 (continued). *Mean percentages and rates on measures of risk for disorder and violence for eight public high schools with the highest proportions of DOD-connected students compared to state means for SY 96-97, 97-98, and 98-99*

		DOD-connected schools		Comparable public schools (grades 9–12)	
MEASURES OF RISK FOR DISORDER	Year	Low to high	Mean	Low to high	Mean
OFFENSES RESULTING IN SUSPENSIONS					
Rate of violent offenses[c]	1996–97	0.5–2.4	1.1	0.1–3.0	1.3
	1997–98	0.3–3.3	1.2	0.2–4.1	1.3
	1998–99	0.1–1.3	0.8	0.1–2.4	0.8
Rate of property offenses[c]	1996–97	0.1–0.6	0.3	0.0–1.6	0.5
	1997–98	0.2–0.4	0.3	0.1–1.5	0.6
	1998–99	0.0–0.7	0.3	0.0–1.2	0.4
Rate of weapons offenses[c]	1996–97	0.1–0.4	0.2	0.0–0.5	0.2
	1997–98	0–0.8	0.3	0.0–1.2	0.3
	1998–99	0.1–0.4	0.2	0.0–0.5	0.2
Rate of drug offenses[c]	1996–97	2.3–9.9	5.4	1.0–17.7	5.7
	1997–98	1.4–9.7	4.3	1.1–17.4	5.2
	1998–99	1.7–7.2	4.4	0.3–13.2	4.1
Rate of deportment offenses[c]	1996–97	5.9–14.9	10.9	2.7–43.9	14.4
	1997–98	4.9–14.1	9.5	2.4–42.0	12.9
	1998–99	2.7–17.0	9.5	0.7–30.4	9.8
Rate of other offenses[c]	1996–97	0.2–8.9	2.9	0.1–12.4	3.8
	1997–98	0.4–6.6	2.1	0.1–10.1	2.5
	1998–99	0.2–3.2	1.6	0.1–6.6	1.9

[c] Rate is the number of offenses per 100 students enrolled. A rate of 2.1 means the school has slightly more than 2 offenses per 100 students.

With one notable exception, offense rates at high-DOD schools were generally below and a few times at the state means; they were not usually at the minima, but were never at the maxima of the state ranges. The notable exception was drug offenses, where the high-DOD school offense rate for 1998–99 was 4.4 compared to the state rate of 4.1 drug offenses per 100 students in a school. Five of the eight high-DOD schools exceeded the state average drug offense rate last year; four of those five exceeded the state average in 96–97 and one of those in 97–98 as well. The most frequent drug offense involved in suspensions at these schools was smoking. Last school year an average of 78% of these five schools' drug offenses resulting in suspensions were smoking offenses; 16% were marijuana offenses. Other illegal drug offenses accounted for 5% or less of any of these schools' drug offenses, and alcohol accounted for 6% or less.

Intermediate and Middle School Results

Results of the analysis of risk for disorder and violence for intermediate and middle schools with high proportions of DOD dependents are in Table 5. On risk factors/indicators of size, SES, SLEP, and attendance, the intermediate/middle school results mirror those for the high schools with high proportions of DOD dependents. They all compare favorably with the state averages, generally showing lower risk for and indications of disorder and violence than the average Hawai'i intermediate school (grades 7–8). (There were no middle schools, grades 6–8, in the group of schools with the highest proportions of DOD-connected students.). High-DOD intermediate schools had a larger average enrollment (by about 50 students) than the state average for intermediate schools. Although the average percentage of enrollment receiving free or reduced lunch was less than the state average at high-DOD intermediate schools, over a quarter of the student population, on average, at these schools qualified for this benefit by virtue of their low SES; the range of percentages of this low SES indicator was from about 15 to 50%.

Unlike the mixed results for the high schools, the intermediate schools had results consistently below state averages on the Effective Schools Survey items. At high-DOD intermediate schools, students' perceptions of their schools' home-school relations and learning climates lagged behind state averages from about 2 to 5 percentage points and almost always included the minimum value in the state range. This indicates that students at one or more high-DOD schools gave the state's least number of positive responses to questions about their schools' home-school relations and learning climate. None of the high-DOD schools reached the maximum values in the range for state responses. Overall, students at high-DOD intermediate schools had a lower opinion of their schools on these school climate variables than did students statewide.

In terms of the rate of offenses leading to suspensions in high-DOD intermediate schools, these schools generally showed rates below and a few times at the state average. The range at high-DOD intermediate schools nearly always contained the state minimum value. In 5 of the 18 comparisons, the range at the high-DOD schools was the same as the state range, containing both the minimum and the maximum values. For 3 of those comparisons, the high-DOD school mean exceeded the state mean by two or three tenths: 97–98 rate of violent offenses (1.7 compared to 1.5 statewide), 96–97 rate of weapons offenses (0.7 compared to 0.5 statewide), and 98–99 rate of other offenses (3.9 compared to 3.6 statewide). These differences are small and show no consistent pattern.

TABLE 5. *Mean percentages and rates on measures of risk for disorder and violence for eight intermediate and middle schools with the highest proportions of DOD-connected students compared to state means for SY 96-97, 97-98, and 98-99*

MEASURES OF RISK FOR DISORDER	Year	DOD-connected schools Low to high	DOD-connected schools Mean	Comparable public schools (grades 7–8) Low to high	Comparable public schools (grades 7–8) Mean
BACKGROUND					
Number of comparable schools	1996–97	8		13	
	1997–98	8		13	
	1998–99	8		13	
September enrollment	1996–97	759–1322	1008	225–1322	957
	1997–98	719–1412	1012	227–1412	958
	1998–99	653–1416	986	229–1416	931
Percentage of enrollment receiving free/reduced lunch	1996–97	14.5–44.8%	24.8%	14.5–68.2%	34.2%
	1997–98	15.7–50.3%	27.4%	15.7–65.3%	35.8%
	1998–99	18.8–47.6%	28.5%	18.8–74.1%	37.6%
Percentage of enrollment with limited English proficiency (SLEP)	1996–97	1.5–6.6	4.1	1.0–14.7%	4.8%
	1997–98	1.7–7.8	4.7	1.3–15.0%	5.2%
	1998–99	2.5–11.3	6.3	1.6–20.7%	6.6%
Percentage federal dependents	1997–98	15.4–61.0%	33.4%	0–71.1%	26.0%[a]
Military dependents	1997–98	3.1–57.1%	22.6%	0–62.7%	15.4%[a]
Non-military dependents	1997–98	3.8–20.5%	10.7%	0–23.3%	10.6%[a]
Average daily attendance	1996–97	92.3–95.9	94.2	87.5–95.9%	93.5%
	1997–98	92.2–96.2	94.5	89.9–96.2%	93.8%
	1998–99	92.4–96.1	94.2	91.7–96.1%	93.8%
Effective Schools Survey: % of positive student responses to home-school relations items[b]	1996–97	24.0–37.0% (5)	29.8%	24.0–39.0%	31.7%
	1997–98	26.5–34.9% (2)	30.7%	26.5–40.3%	35.3%
Effective Schools Survey: % of positive student responses to learning climate items[b]	1996–97	21.0–30.0% (5)	22.2%	15.0–48.0%	27.3%
	1997–98	23.5-24.3% (2)	23.9%	23.5–34.4%	28.1%

[a] Unlike the other percentages in this category, the state means include low rent housing pupils and are thus over estimates of the actual state mean percentages of federal dependents in schools. [b] The Effective Schools Survey is conducted on a rotating schedule, approximately every three or four years at any given school. Numbers in parentheses indicate the number of schools in the calculation.

TABLE 5 (continued). *Mean percentages and rates on measures of risk for disorder and violence for eight intermediate and middle schools with the highest proportions of DOD-connected students compared to state means for SY 96-97, 97-98, and 98-99*

		DOD-connected schools		Comparable public schools (grades 7–8)	
MEASURES OF RISK FOR DISORDER	Year	Low to high	Mean	Low to high	Mean
OFFENSES RESULTING IN SUSPENSIONS					
Rate of violent offenses[c]	1996–97	0.3–3.6	1.8	0.3–3.8	1.8
	1997–98	0.4–4.6	1.7	0.4–4.6	1.5
	1998–99	0.1–2.7	1.6	0.0–4.1	1.7
Rate of property offenses[c]	1996–97	0.5–3.4	2.3	0.5–3.6	2.3
	1997–98	0.6–1.5	1.2	0.6–4.4	1.4
	1998–99	0.0–3.5	1.4	0.0–3.5	1.5
Rate of weapons offenses[c]	1996–97	0.0–1.2	0.7	0.0–1.2	0.5
	1997–98	0.0–1.3	0.5	0.0–2.0	0.6
	1998–99	0.1–0.9	0.5	0.0–1.0	0.5
Rate of drug offenses[c]	1996–97	0.4–3.6	2.2	0.0–4.2	2.4
	1997–98	1.5–3.4	2.0	1.5–6.7	3.0
	1998–99	0.4–2.9	1.7	0.4–4.3	2.3
Rate of deportment offenses[c]	1996–97	2.8–22.6	12.1	2.8–53.5	17.4
	1997–98	5.9–19.2	10.5	5.9–31.4	15.1
	1998–99	4.6–21.4	10.9	4.6–27.0	14.6
Rate of other offenses[c]	1996–97	0.5–9.5	4.3	0.0–29.4	6.3
	1997–98	0.3–17.4	4.8	0.3–17.4	5.6
	1998–99	0.7–11.7	3.9	0.7–11.7	3.6

[c] Rate is the number of offenses per 100 students enrolled. A rate of 2.1 means the school has slightly more than 2 offenses per 100 students.

Comparison of High School and Intermediate School Results

Generally, the high-DOD intermediate schools showed a wider range of risk for disorder and violence than did the high-DOD high schools, as indicated by the broader range of values of offense rates in most of the categories relative to the state ranges and relative to the high-DOD high school ranges. The exception to that generalization is for drug offenses where there is greater variability in rates at the high school level among both the high-DOD high schools and the high schools statewide. There also appears to be either a problem with more smoking among students at high-DOD high schools than statewide or a more vigorous enforcement effort against smoking violations in high-DOD high schools than in high schools statewide.

It also appears that the rate of weapons offenses was a bit higher at the high-DOD high schools and intermediate schools for one year each; however, the actual number of weapons offenses is so low that any one incident can have an inordinate effect on the overall rate. These rates must be interpreted with care and comparisons used as only very rough indicators of real differences in school environments. Given those limitations, there is little evidence that high-DOD high schools or intermediate schools are at more risk for disorder and violence than other schools in Hawai‘i based on the patterns of offenses leading to suspensions over the last 3 years.

Furthermore, the high schools and intermediate schools with the highest proportions of DOD-connected students appear to have had better attendance and less of the risk associated with high percentages of low SES and SLEP students, although the average of 25% or more students receiving free or reduced lunch at the high-DOD intermediate schools is an indicator of some risk associated with low SES. The one obvious risk factor for both high-DOD high schools and intermediate schools is the larger average school size, and the other indicators that showed troubling results were the low percentages of positive responses from students about their schools' home-school relations and learning climate.

Elementary School Results

Table 6 lists results of the analysis of risk factors and indicators of disorder and violence for the 32 elementary schools with the highest proportion of DOD dependents. Like the high-DOD high schools and intermediate schools, the high-DOD elementary schools had a substantially larger average enrollment (by over 130 students each year) than the state average for elementary schools. They had lower percentages of students receiving free or reduced price lunch and of limited English proficiency (SLEP), and they had higher average daily attendance than the statewide averages. Although lower than the state average of about 45%, the 35% average of percentage of enrollment receiving free or reduced price lunch at the high-DOD elementary schools indicates some risk associated with low SES on these campuses. On the Effective Schools Survey, the high-DOD elementary school students' responses to items about home-school relations mirrored the statewide responses, with nearly the same average and range. The average responses to the items on learning climate, however, lagged 3 to 4% behind the state averages.

The average rates of offenses leading to suspensions in all categories were low for the high-DOD elementary schools—at or below the statewide averages, with maxima considerably less than the state maximum values for all offenses for all 3 years. During the school year 1997–98, of the 32 elementary schools with the highest proportions of DOD dependents, 6 had no offenses leading to suspensions. One of them, however, had 53 suspensions. In general, though, the offense data do not indicate a greater risk for disorder and violence among the DOD-connected students in these schools relative to the rest of Hawai‘i's public elementary schools.

TABLE 6. *Mean percentages and rates on measures of risk for disorder and violence for 32 elementary schools with the highest proportions of DOD-connected students compared to state means for SY 96-97, 97-98, and 98-99*

		DOD-connected schools		Comparable public schools (grades K–6)	
MEASURES OF RISK FOR DISORDER	Year	Low to high	Mean	Low to high	Mean
BACKGROUND					
Number of comparable schools	1996–97	32		127	
	1997–98	32		126	
	1998–99	32		126	
September enrollment	1996–97	346–1268	749	90–1621	607
	1997–98	340–1257	757	90–1628	603
	1998–99	311–1074	724	83–1489	591
Percentage of enrollment receiving free/reduced lunch	1996–97	4.7–64.2	35.0%	3.0–87.3%	44.2%
	1997–98	3.7–77.0	34.9%	3.7–94.3%	45.3%
	1998–99	3.9–70.2	35.8%	3.9–89.5%	46.3%
Percentage of enrollment with limited English proficiency (SLEP)	1996–97	0.7–17.3%	4.6%	0–27.5%	5.9%
	1997–98	0.5–20.6%	4.9%	0–23.9%	5.7%
	1998–99	0.8–22.3%	7.3%	0–33.7%	8.2%
Percentage federal dependents	1997–98	17.2–104.8%[b]	54.4%	0.3–104.8%[b]	20.8%[a]
Military dependents	1997–98	5.7–103.9%[b]	46.7%	0.0–103.9%[b]	13.2%[a]
Non-military dependents	1997–98	0.2–20.1%	7.8%	0.2–40.6%	7.6%[a]
Average daily attendance	1996–97	94.3–96.9%	95.5%	89.4–97.1%	94.4%
	1997–98	92.0–96.6%	95.5%	87.5–97.0%	94.5%
	1998–99	92.6–96.6%	95.6%	90.9–97.0%	94.8%
Effective Schools Survey: % of positive student responses to home-school relations items[c]	1996–97	48.0–81.0% (22)	64.0%	48.0–85.0%	64.5%
	1997–98	56.0–72.0% (8)	64.0%	53.1–81.5%	65.9%
Effective Schools Survey: % of positive student responses to learning climate items[c]	1996–97	35.0-81.0% (22)	53.0%	35.0–81.0%	56.6%
	1997–98	44.4–72.4% (8)	59.8%	44.4–90.8%	64.1%

[a] Unlike the other percentages in this category, the state means include low rent housing pupils and are thus over estimates of the actual state mean percentages of federal dependents in schools. [b] The percentages exceeding 100% are an artifact of counting enrollment and federally connected students at different times of the year. [c] The Effective Schools Survey is conducted on a rotating schedule, approximately every three or four years at any given school. Numbers in parentheses indicate the number of schools in the calculation.

BEST COPY AVAILABLE

TABLE 6 (continued). *Mean percentages and rates on measures of risk for disorder and violence for 32 elementary schools with the highest proportions of DOD-connected students compared to state means for SY 96-97, 97-98, and 98-99*

		DOD-connected schools		Comparable public schools (grades K–6)	
MEASURES OF RISK FOR DISORDER	Year	Low to high	Mean	Low to high	Mean
OFFENSES RESULTING IN SUSPENSIONS					
	1996–97	0.0-1.6	0.3[e]	0.0-6.4	0.4
Rate of violent offenses[d]	1997–98	0.0-1.0	0.2[f]	0.0-10.2	0.3
	1998–99	0.0-1.1	0.2[g]	0.0-11.4	0.3
	1996–97	0.0-0.7	0.2[e]	0.0-3.4	0.2
Rate of property offenses[d]	1997–98	0.0-0.7	0.1[f]	0.0-4.2	0.2
	1998–99	0.0-1.8	0.2[g]	0.0-3.2	0.2
	1996–97	0.0-0.4	0.1[e]	0.0-0.5	0.1
Rate of weapons offenses[d]	1997–98	0.0-0.5	0.0[f]	0.0-2.1	0.1
	1998–99	0.0-0.3	0.0[g]	0.0-0.4	0.0
	1996–97	0.0-0.3	0.0[e]	0.0-7.9	0.2
Rate of drug offenses[d]	1997–98	0.0-0.6	0.0[f]	0.0-0.8	0.0
	1998–99	0.0-0.3	0.0[g]	0.0-1.0	0.0
	1996–97	0.0-7.0	1.6[e]	0.0-51.4	2.7
Rate of deportment offenses[d]	1997–98	0.0-6.6	0.0[f]	0.0-46.9	2.1
	1998–99	0.0-7.2	1.3[g]	0.0-42.7	2.1
	1996–97	0.0-1.5	0.2[e]	0.0-5.8	0.4
Rate of other offenses[d]	1997–98	0.0-1.3	0.2[f]	0.0-3.4	0.2
	1998–99	0.0-0.7	0.1[g]	0.0-1.9	0.2

[d] Rate is the number of offenses per 100 students enrolled. A rate of 2.1 means the school has slightly more than 2 offenses per 100 students. [e] Missing offense data for some of the 32 elementary schools: *n* = 27. [f] *n* = 31. [g] *n* = 25.

Correlation Analyses

Pearson Product-Moment correlation coefficients were calculated among the following variables using data for school year 1997–98: the percentage of enrollment that was federal dependents (military, nonmilitary, and total) by school, the offense rate per 100 students for each of the six categories of offenses reported by school, and school size (official September enrollment by school). Analyses were done for each of the three levels of schools, elementary, intermediate/middle, and high schools; multi-level schools were not included in the first analysis nor were the few schools that did not appear in the database because they had no federally connected students of any type enrolled (missing 1 of 28 high schools, 2 of 30 intermediate and middle schools, and 9 of 168 elementary schools in the state). Results appear in Tables 7 and 8.

None of the correlations between percentage of federal dependents enrolled in a school and each of the six offense rates by school reached statistical significance at conventional levels ($p < .05$). There appear then to be weak, if any, linear relationships between the proportion of federal dependents in a school and the rates of commission of offenses leading to suspension.

Hawai‘i’s schools tend to be large (more on this in the section on the “Quality Counts 2000” Report). At the high school level (grades 9–12) in 1997–98, the 27 schools included in this analysis ranged in size from 402 to 2431 students, with a mean size of 1659 and a median size of 1793. By most measures nearly all of Hawai‘i’s high schools are big schools: only 3 of 27 high schools had fewer than 1000 students. The range for the 28 intermediate and middle schools in this study was 482 to 1412 students, with a mean size of 897 and a median of 946. Again, these are big schools. Of the 159 elementary schools analyzed, 10 had enrollments over 1000 in 1997–98 (the highest 1628); of these 10, 5 of them were among the 32 elementary schools with the highest percentages of military dependents. The correlation coefficients between school size and proportion of federal dependents can be found in Table 8.

At the elementary school level there is a small, statistically significant positive correlation between school size and percentage of military dependents enrolled ($r = .236$, $p < .01$) and between school size and percentage of total federal dependents enrolled in a school ($r = .265$, $p < .001$). At the intermediate/middle school level, the correlations for all groups and school size are modest and positive, but none reach statistical significance at the conventional levels. The same is true of the modest positive correlation ($r = .320$, *ns*) between school size and percentage of non-military federal dependents at the high school level. When all schools, including multi-level schools, are included, there is a very small, statistically significant, positive relationship ($r = .172$, $p < .01$) between school size and percentage of non-military federal dependents enrolled (see Table 8).

TABLE 7. *Pearson Product-Moment correlation coefficients between percentages of federal dependents enrolled and school offense rates*[a] *for each of six categories of offenses*

Federal dependents	Violent offenses rate *r*	Property offenses rate *r*	Weapons offenses rate *r*	Drug offenses rate *r*	Deport-ment offenses rate *r*	Other offenses rate *r*
Elementary (E) *N* = 113[b]						
% Military only	– .018	– .160	– .035	– .054	– .092	– .146
% Nonmilitary only	– .010	– .022	– .075	– .061	– .096	– .063
% All federal dependents	– .020	– .164	–.048	– .065	– .109	– .158
Intermediate/Middle (I/M) *N* = 27[c]						
% Military only	– .108	+ .046	+ .075	– .082	+ .114	+ .027
% Nonmilitary only	+ .236	+ .203	– .133	+ .014	+ .143	+ .077
% All federal dependents	– .016	+ .104	+ .022	– .065	+ .142	+ .047
High Schools (H) *N* = 26[d]						
% Military only	– .142	–.095	+ .253	– .274	+ .167	– .063
% Nonmilitary only	+ .246	– .154	– .064	+ .003	+ .322	+ .241
% All federal dependents	– .026	– .137	+ .186	– .227	+ .260	+ .038

Note. None of the correlations reached statistical significance at the conventional .05 level.
[a] Offense rates are number of offenses per 100 students enrolled at a school. [b] Elementary schools missing offense data = 46 (missing data could indicate no suspensions at the school or late submission of data). [c] Intermediate/middle schools missing offense data = 1. [d] High schools missing offense data = 1.

TABLE 8. *Pearson Product-Moment correlation coefficients between percentages of federal dependents enrolled in a school and school size*

School Level	% Military only *r*	% Non-military only *r*	% All federal dependents *r*
Elementary (E) *N* = 159	+ .236**	− .159*	+ .265***
Intermediate (I) & Middle (M) *N* = 28	+ .245	+ .326	+ .312
High (H) *N* = 27	− .007	+ .320	+ .115
All Schools (E, I, H, H/I, H/E, E/I) *N* = 229	+ .044	+ .172**	+ .080

$^{*}p < .05$. $^{**}p < .01$. $^{***}p < .001$.

Results From the Youth Risk Behavior Surveys (YRBS)

Because of careful sampling coupled with statistical weighting to reduce bias and compensate for patterns of nonresponse, data from the Hawai'i Middle School and High School Youth Risk Behavior Surveys administered during spring 1997 can be used to make inferences about the priority risk behaviors of all Hawai'i public school students in grades 6–8 and 9–12 (Saka & Lai, 1998a, 1998b). Of particular interest to this study were student responses to items about injury and violence and tobacco, alcohol, and other drug use. Results in Table 9 include the frequencies of responses on those 45 items for students in Hawai'i middle schools, Hawai'i high schools, and U.S. high schools, as well as the relative rank of Hawai'i high school responses compared to the other states and territories with weighted YRBS data (24 states and 3 territories). The data reveal many positive findings about youth risk behaviors in Hawai'i but also raise concerns in several areas, among them unsafe school campuses, early use of marijuana, and suicide ideation.

Of particular note in these results are that high school students in Hawai'i ranked first among other states with weighted results in being least likely to carry weapons (14.1% compared to 18.3%) and third in being least likely to carry weapons on school property (6.1% compared to 8.5%). Hawai'i middle school students, however, were more likely to carry guns (7.5%) and weapons other than guns (20.5%) than Hawai'i and U.S. high school students and as likely as U.S. high school students to carry weapons on school property. Both middle and high school students in Hawai'i reported feeling too unsafe to go to school (6% and 5.6%) more often than U.S. high school students (4%). Fifty percent of Hawai'i middle school students reported having property stolen or deliberately damaged on school property, more than both Hawai'i (33.5%) and U.S. (32.9%) high school students. Over 40% of middle school students reported being in a physical fight in the last year (42.5%), again more than both Hawai'i (31.7%) and U.S. (36.6%) high school students. Higher percentages of Hawai'i middle and high school students reported engaging in risk behaviors related to suicide than did U.S. high school students.

Overall risk associated with tobacco was less than or the same for Hawai'i middle and high schools students compared to U.S. high school students, although middle school students in Hawai'i reported more often that they began smoking before age 13 (35.4%). And Hawai'i high school students were slightly more likely to have smoked cigarettes on school property in the past 30 days (16%) than their U.S. counterparts (14.6%).

Hawai'i high school students ranked in the top five of the states with weighted results in being least likely to have ever used alcohol, illegal steroids, inhalants, or illegal injected drugs, or to have drunk alcohol in the past 30 days. They ranked in the bottom, however, in reporting drinking alcohol or using marijuana on school property (8.5% and 12.6%, respectively), trying marijuana before age 13 (14.4%), or being offered, sold, or given an illegal drug on school property (41.4%). And, although the percentage of Hawai'i high school students who reported having five or more drinks in a row in the past 30 days was below the U.S. high school figure of 33.4%, a disturbing 25.1% of Hawai'i high school youth reported binge drinking.

Hawai'i middle school students, too, first tried marijuana before age 13 at the same higher rate as Hawai'i high school students (14.8%); they also reported having had their first drink of alcohol before age 13 (44.2%) more frequently than Hawai'i (31.7%) and U.S. (31.1%) high school students. And 20% of middle school students reported being offered, sold, or given illegal drugs on school property.

TABLE 9. *1997 Youth Risk Behavior Survey: Hawai'i Middle Schools[a], Hawai'i High Schools[b], U.S. High Schools[c], and Hawai'i High School state rank[d]*

	Injury and violence	Hawai'i middle schools %	Hawai'i high schools %	U.S. high schools %	Hawai'i high school state rank
1.	Never or rarely wore a seatbelt riding with others	13.0	14.6	19.3	5/27
2.	Motorcycle riders who never or rarely wore helmet	NA[e]	68.1	36.2	23/24
3.	Bicycle riders who never or rarely wore helmet	65.5	93.9	88.4	19/27
4.	Rollerbladers who never or rarely wore helmet	54.7	NA	NA	NA
5.	Skateboarders who never or rarely wore helmet	25.2	NA	NA	NA
6.	Rode with a drinking driver in past 30 days	26.7	36.1	36.6	13/27
7.	Drove when drinking in past 30 days	NA	10.3	16.9	6/27
8.	Carried a weapon, such as a gun, knife, or club in past 30 days	20.5 Besides a gun	14.1	18.3	1/26
9.	Carried a gun during past 30 days	7.5	4.1	5.9	1/26
10.	Carried a weapon on school property in past 30 days	7.8	6.1	8.5	3/27
11.	Felt too unsafe to go to school in past 30 days	6.0	5.6	4.0	17/27
12.	Threatened or injured with a weapon on school property in past 12 months	NA	6.3	7.4	3/27
13.	Property stolen or deliberately damaged on school property in past 12 months	51.2	33.5	32.9	18/26
14.	Were in physical fight in past 12 months	42.5	31.7	36.6	4/27
15.	Were injured in a physical fight and treated by doctor/nurse during past 12 months	2.8	3.1	3.5	6/27
16.	Were in physical fight on school property in past 12 months	23.0	12.9	14.8	6/27
17.	Seriously considered attempting suicide in past 12 months	28.8 In lifetime	26.9	20.5	25/27
18.	Made a suicide plan in past 12 months	16.7 In lifetime	20.1	15.7	22/26
19.	Attempted suicide in past 12 months	12.3 In lifetime	11.5	7.7	24/26
20.	Suicide attempt required medical attention in past 12 months	4.4 In lifetime	4.0	2.6	24/27

Note. Source of data: Pateman, Saka, & Lai, 2000, pp. 47–49.
[a]Hawai'i middle schools, grades 6–8, *n* = 1450. [b]Hawai'i high schools, grades 9–12, *n* = 1409. [c]United States high schools, grades 9–12, *n* = 16,262. [d]Hawai'i rank among states having weighted YRBS data. [e]NA = not available.

BEST COPY AVAILABLE

TABLE 9 (continued). *1997 Youth Risk Behavior Survey: Hawai'i Middle Schools*[a], *Hawai'i High Schools*[b], *U.S. High Schools*[c], *and Hawai'i High School state rank*[d]

	Tobacco use	Hawai'i middle schools %	Hawai'i high schools %	U.S. high schools %	Hawai'i high school state rank
21.	Ever tried cigarette smoking in lifetime	49.9	67.4	70.2	4/25
22.	First smoked a cigarette before age 13	35.4	25.6	24.8	13/27
23.	Smoked cigarettes in past 30 days	20.1	29.2	36.4	3/27
24.	Current cigarette smokers who purchased cigarettes at a store or gas station in past 30 days	1.5 In a store	24.9	29.8	16/25
25.	Current cigarette smokers who were not asked to show proof of age when purchasing cigarettes in a store in past 30 days	3.7	65.0	66.7	14/22
26.	Smoked cigarettes on school property in past 30 days	7.1	16.0	14.6	11/27
27.	Used chewing tobacco or snuff in past 30 days	4.0	3.4	9.3	2/27
28.	Used chewing tobacco or snuff on school property in past 30 days	NA	1.9	5.1	2/26
	Alcohol and other drug use				
29.	Had first drink of alcohol before age 13	44.2	31.7	31.1	13/27
30.	Ever drank alcohol in lifetime	50.1	72.5	79.1	4/24
31.	Drank alcohol in past 30 days	23.7	40.3	50.8	4/27
32.	Had five or more drinks in a row in past 30 days	8.7	25.1	33.4	7/27
33.	Drank alcohol on school property in past 30 days	2.9	8.5	5.6	26/27
34.	First tried marijuana before age 13	14.8	14.4	9.7	26/27
35.	Ever used marijuana in lifetime	19.8	46.4	47.1	19/26
36.	Used marijuana in past 30 days	12.1	24.3	26.2	11/27
37.	Used marijuana on school property in past 30 days	3.3	12.6	7.0	27/27
38.	First tried any form of cocaine before age 13	2.2	1.2	1.1	9/26
39.	Ever used any form of cocaine in lifetime	3.6	7.4	8.2	16/27
40.	Used any form of cocaine in past 30 days	1.9	2.8	3.3	8/27
41.	Ever sniffed or inhaled intoxicating substances in lifetime	10.7	15.7	16.0	2/27
42.	Ever used steroids without prescription in lifetime	1.8	2.1	3.1	2/27
43.	Ever used other illegal drugs in lifetime	NA	14.5	17.0	9/24
44.	Ever injected illegal drugs in lifetime	1.3	0.8	2.1	2/27
45.	Were offered, sold, or given illegal drugs on school property in past 12 months	20.0	41.4	31.7	25/26

Note. Source of data: Pateman, Saka, & Lai, 2000, pp. 47–49.
[a]Hawai'i middle schools, grades 6–8, *n* = 1450. [b]Hawai'i high schools, grades 9–12, *n* = 1409. [c]United States high schools, grades 9–12, *n* = 16,262. [d]Hawai'i rank among states having weighted YRBS data. [e]NA = not available.

Results From the 1998 *Hawaii Student Alcohol and Drug Use Study*

In this State of Hawai'i Department of Health, Alcohol and Drug Abuse Division (ADAD) report, Klingle and Miller (1999) reported survey results from 1998 as well as those from previous years to illustrate trends in students' lifetime, 30-day, and daily use of the 12 classes of substances distinguished for the ADAD report. Figures 2 and 3 that follow in this text are reprints from the report that illustrate trends in the prevalence of illicit drug, alcohol, and cigarette use for the surveyed grades, 6, 8, 10, and 12.

As Figure 2 illustrates, from the data on lifetime use (use of a substance at least once in a person's lifetime), the most prevalent substance was alcohol, which has remained fairly steady over the past few years. Lifetime prevalence reports for cigarette use, however, increased steadily to 1996; from 1996 to 1998 there were small declines or leveling off at each grade level. Lifetime prevalence reports of any illicit drug use follow a similar pattern of increase from 1991 to 1996 for all grade levels, then a continued rise for high school and a slight decline and leveling off for grades 8 and 6, respectively, in 1998. These trends in illicit drug use were primarily a function of marijuana use, which increased slightly in 1998 for 10th and 12th graders, decreased for 8th graders, and remained the same for 6th graders. The lifetime prevalence reports of Hawai'i students for tobacco, alcohol, and illicit drugs are generally lower than or nearly equal to the nationwide reports as presented in *Monitoring the Future: A Continuing Study of the Lifestyles and Values of Youth.* However, for methamphetamine use, Hawai'i 12th graders' lifetime prevalence reports are higher than the nationwide reports. (Klingle & Miller, 1999)

Figure 3 illustrates the rather dramatic increases from 1993 to 1996 in the monthly use of any illicit drug, alcohol, and cigarettes. Although in 1998 the monthly prevalence reports dropped or leveled off for each grade, the 1998 rates were still higher than those reported for 1993. For illicit drug use, the percentages were still nearly 5 percentage points above the 1993 rates. For alcohol use, the reports were nearly 10 percentage points higher than in 1993. The drops in the rates for 1998 mirror the nationwide trends. Nationwide comparisons of monthly marijuana use show use reported by Hawai'i students was slightly higher for 8th and 10th graders and the same for 12th graders. Monthly alcohol use was higher for 8th graders in Hawai'i and lower for 10th and 12th graders compared to nationwide reports. Monthly cigarette use in Hawai'i was lower than nationwide reports for 10th and 12th graders and equal to nationwide reports for 8th graders. (Klingle & Miller, 1999)

Reports on daily use of substances show cigarettes were used most frequently, followed by marijuana and alcohol. According to survey results, 1% of 6th graders, 5% of 8th graders, 10% of tenth graders, and 14% of 12th graders used cigarettes daily. The daily use of illicit drugs was largely marijuana use, with less than 1% of 6th graders, 2% of 8th graders, and 5% of 10th and 12th graders reporting daily marijuana use. Alcohol was used daily by 1% of 6th graders, 3% of 8th graders, 4% of 10 graders, and 3% of 12th graders reporting in 1998. (Klingle & Miller, 1999)

Table 10 summarizes statewide substance abuse treatment needs as determined by using the DSM-III-R criteria with the 1998 survey results. According to the report, 3% of 6th graders, 10% of 8th graders, 22% of 10th graders, and 29% of 12th graders needed treatment for some type of substance abuse in 1998. Percentages of 10th and 12th graders needing treatment was substantially higher than in 1996. By district, needs for treatment of substance abuse were highest for Hawai'i district (21% of students), followed by Maui and Windward O'ahu (18% each), Kaua'i (17%), Leeward O'ahu (16%), Central O'ahu (15%), and Honolulu (14%) districts. (Klingle & Miller, 1999, p. 16)

In their study, Klingle and Miller (1999) also discussed factors related to the use of substances by youth. Some of the key predictors of substance use they described and had collected data on include beliefs about substances, peer and family influences, and ethnic background. Their findings are discussed below regarding students' perceptions of the availability of alcohol, tobacco, and illicit drugs; students' normative beliefs, that is, their perceptions of peer and family use of alcohol, tobacco, and illicit drugs; and students' exposure to the use of alcohol, tobacco, and illicit drugs. Results show students in Hawai'i perceived alcohol, tobacco, and illicit drugs as less obtainable than students nationwide and less than in past years. This may be in part a result of recent "sting" operations involving the sale of cigarettes to minors. There was in increase from the last survey in 1996 in the percentage of students who believed their classmates used alcohol, tobacco, and illicit drugs. Of students in all grades, over half reported believing that family members used alcohol, nearly half that family members used tobacco, and about a quarter reported believing that family members or other relatives used illicit drugs. Although frequent exposure to others' use of alcohol and illicit drugs had gone down since 1996, survey results showed large percentages of students reporting exposure once a week or more to someone using alcohol and tobacco: approximately 30% of 6th graders, 40% of 8th graders, and over 50% of 10th and 12th graders. Approximately 20% of 10th and 12th graders reported frequent exposure to someone using illicit drugs. (Klingle & Miller, 1999)

Students from different ethnic backgrounds reported different patterns of alcohol and other drug use. The highest substance use was reported by Hawaiian and Caucasian students, the lowest by Chinese students. (Klingle & Miller, 1999)

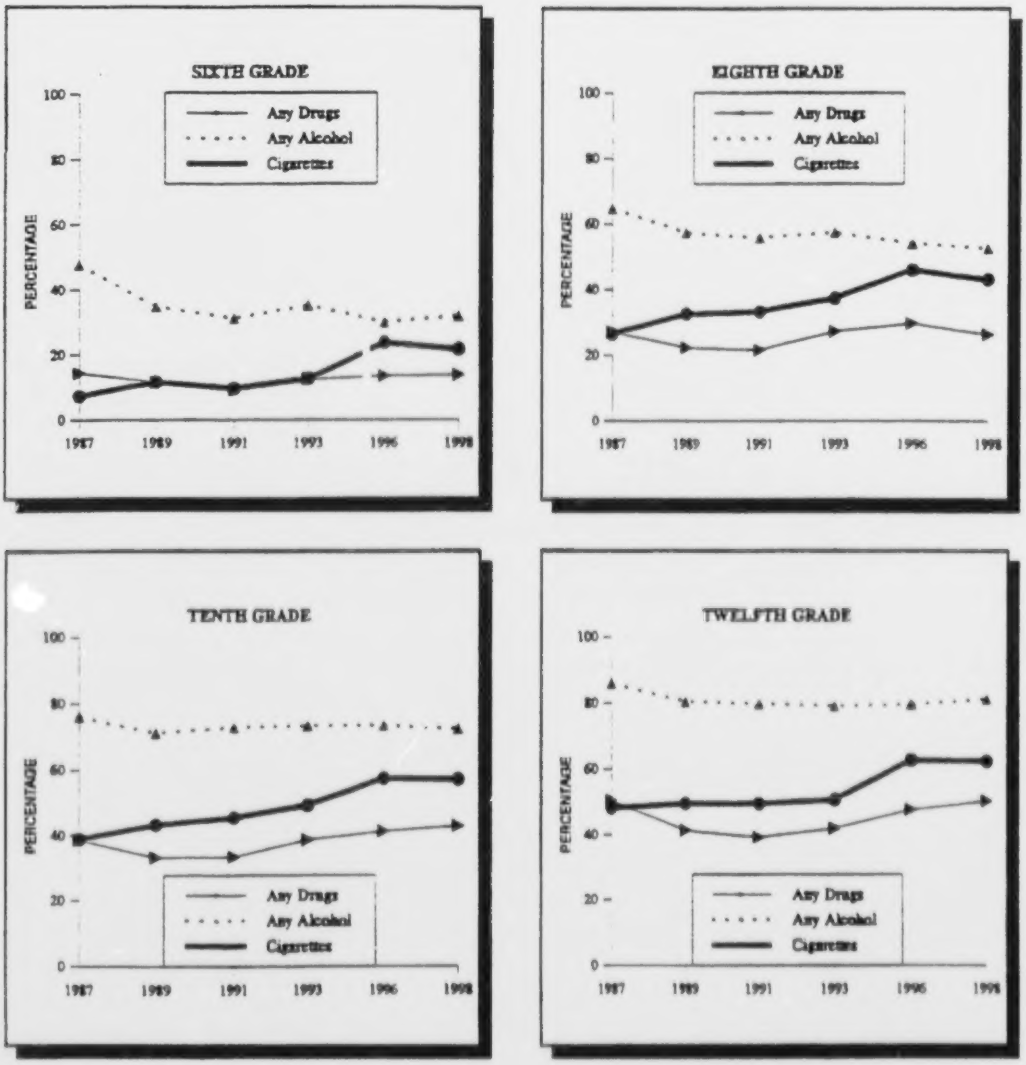


FIGURE 2. Trends in lifetime prevalence of any illicit drug, any alcohol, and cigarette use of 6th, 8th, 10th, and 12th graders, 1987–1998. ("Lifetime prevalence" refers to use of a substance at least once in the person's lifetime.) (Klingle & Miller, 1999, p. 10)

BEST COPY AVAILABLE

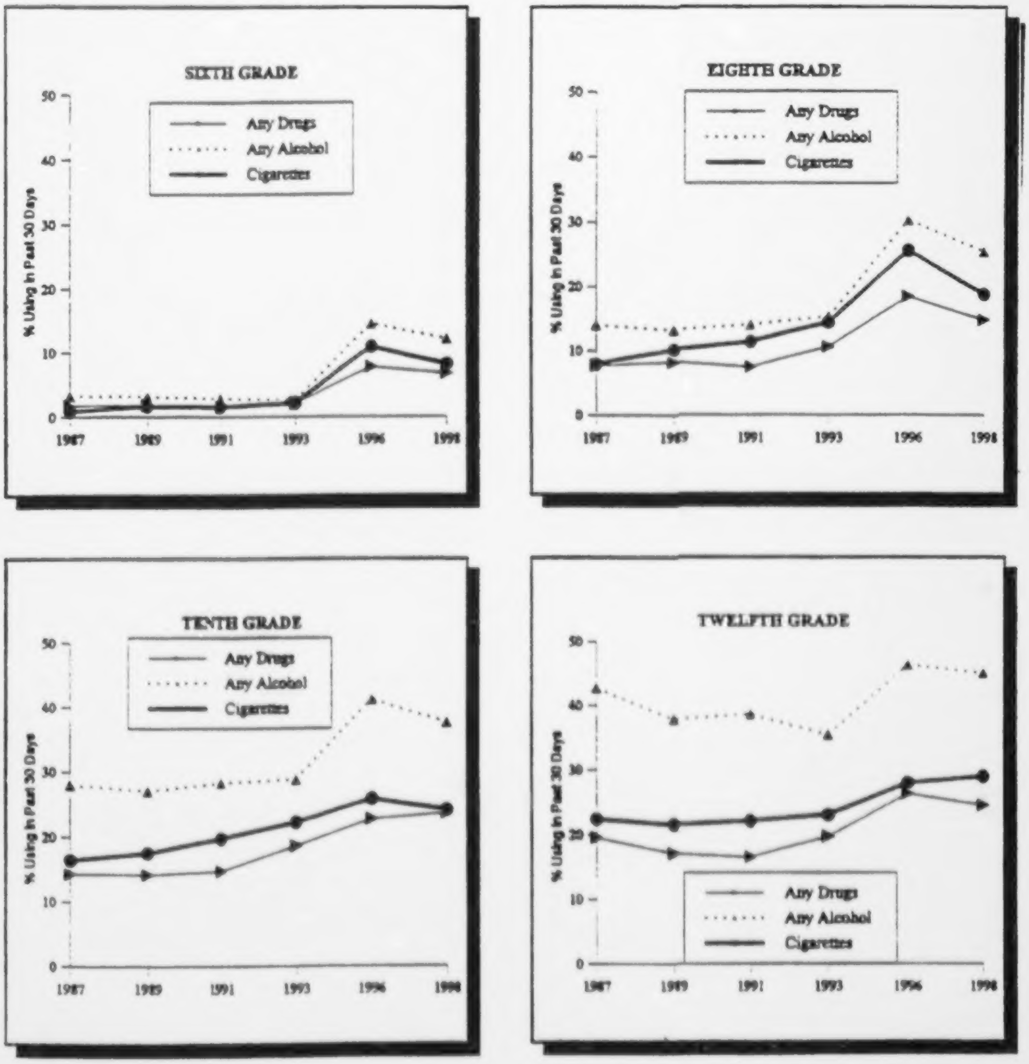


FIGURE 3. Trends in monthly (30-day) prevalence of any illicit drug, any alcohol, and cigarette use for 6th, 8th, 10th, and 12th graders, 1987–1998. ("Monthly prevalence" refers to use of a substance at least once in the previous 30 days.) (Klingle & Miller, 1999, p. 12)

BEST COPY AVAILABLE

TABLE 10. *Summary of statewide treatment needs for students in grades 6 through 12, by county, district, and school type: Estimated number and percentage of students needing treatment for alcohol and drug abuse, 1998 (Klingle & Miller, 1999, p. 16)*

COUNTY/DISTRICT TOTAL *N*	TREATMENT NEEDS					
	Alcohol abuse only % *n*	Drug abuse only % *n*	Both alcohol and drug abuse % *n*	ANY SUBSTANCE ABUSE % *n*	Any alcohol abuse % *n*	Any drug abuse % *n*
City/County of Honolulu	3.7%	4.4%	7.3%	15.3%	10.6%	11.7%
56,708	2099	2471	4149	8701	6022	6662
• Honolulu district	3.9%	4.1%	6.3%	14.2%	9.9%	10.4%
16,077	621	652	1015	2282	1588	1679
•Central district	3.0%	4.1%	7.4%	14.6%	10.0%	11.6%
15,882	482	659	1172	2312	1595	1842
•Leeward district	4.0%	4.2%	7.7%	15.9%	11.2%	12.0%
15,645	624	663	1210	2484	1756	1883
•Windward district	4.1%	5.5%	8.3%	17.8%	11.9%	13.8%
9104	372	497	752	1623	1083	1258
Hawai'i county/district	5.3%	4.7%	10.6%	20.7%	15.3%	15.6%
13,842	738	657	1472	2867	2117	2158
Maui county/district	3.5%	5.3%	9.0%	17.8%	12.0%	14.3%
10,200	362	542	917	1819	1228	1462
Kaua'i country/district	2.9%	4.1%	9.9%	17.0%	12.0%	14.1%
5118	147	212	509	869	615	722
All public schools	3.9%	4.5%	8.2%	16.6%	11.6%	12.8%
85,868	3346	3882	7047	14,256	9982	11,004
Private schools	4.0%	2.6%	6.4%	13.0%	9.9%	9.1%
18,804	745	498	1200	2445	1865	1716
TOTAL STATEWIDE	3.9%	4.2%	7.9%	16.0%	11.3%	12.2%
104,672	4091	4380	8247	16,701	11,847	12,720

Note. Calculation of Treatment Needs: A substance abuse/dependency diagnosis is calculated based on the student's responses to items that correspond with the DSM-III-R criteria which assess a variety of negative consequences related to substance use. Students responded to abuse and dependency questions for each of the following substances: alcohol, marijuana, stimulants (cocaine, methamphetamine, speed), depressants or downers (sedatives, heroin) and hallucinogens. Substance abuse is indicated by at least one of the following: (1) continued use of the substance despite knowledge of having a persistent or recurrent problem(s) at school, home, work, or with friends because of the substance (e.g., lower grades, fight with parents/friends, get in trouble at work, have problems concentrating, or physical problems), (2) substance use in situations in which use is physically hazardous (e.g., drinking or using drugs when involved in activities that could have increased the student's chance of getting hurt—for instance, using a knife, climbing, swimming, or driving a vehicle). For the student to be classified as abusing a substance, at least one of the two abuse symptoms must have occurred more than once in a single month or several times within the last year. In addition, the student must not meet the criteria for dependency on the substance. Substance dependency is the most severe diagnosis. Substance dependency is indicated by the student's responses to nine different diagnostic criteria for dependency (e.g., marked tolerance, withdrawal symptoms, use of substances to relieve/avoid withdrawal symptoms, persistent desire or effort to stop use, using more than intended, neglect of activities, great deal of time spent using/obtaining the substance, inability to fulfill roles, drinking or using substances despite having problems). A student is considered dependent on a substance if he/she marked "yes" to at least three DSM-III-R symptoms and for at least two of the symptoms, he/she indicated that it occurred several times. The abuse estimates above include students who *either* abuse or are dependent on a particular substance. Table revised 7/29/1999.

BEST COPY AVAILABLE

“Quality Counts 2000” Report by *Education Week* Magazine

In the category of school climate, Hawai‘i received a grade of “F” in the *Education Week* state by state evaluation of schools called “Quality Counts 2000.” Results for all five categories are available on-line at <http://edweek.org/>. Factors that went into judging the school environment included class size, student engagement, parent involvement, choice and autonomy. Data were also presented on school size and school safety, the latter as student responses to questions on physical conflicts, gangs, vandalism, weapons, and feelings of being too unsafe to go to school. Table 11 summarizes the school climate results from the “Quality Counts 2000” evaluation. In terms of disorder and violence, only 50% of 8th graders reported that classroom misbehavior is not a problem or is a minor problem; 35% reported that physical conflicts are a serious or moderate problem, and 24% reported that vandalism is a serious or a moderate problem in 8th grade. About 6% of high school students felt too unsafe to go to school and 6% carried a weapon to school in the past 30 days. And 6% were threatened or injured with a weapon on school property in the past year. Almost 13% were involved in physical fights on school property in the past year, and over 33% had property stolen or deliberately damaged on school property in the past year.

Indicators of parent involvement were low, with only 20% of 8th graders reporting that lack of parental involvement is not a problem or is a minor problem, and that same relatively small percentage reported that more than half of parents participate in parent-teacher conferences.

Confirming earlier data that showed DOD dependents generally attended large schools, the *Education Week* report showed that nearly all of Hawai‘i’s students attend large schools. In 1998, only 5% of high school students attended high schools with fewer than 900 students. Only 9% of middle school students attended middle schools of 600 or fewer, and just 6% of elementary students went to elementary schools of 350 or fewer students.

TABLE 11. *School climate indicators from the "Quality Counts 2000" evaluation of Hawai'i schools*

CLASS SIZE		
% 4th graders in classes of 25 or fewer students (1998)		43
% 8th graders in reading classes of 25 or fewer students (1998)		54
STUDENT ENGAGEMENT		
% 8th graders in schools reporting that . . .	•**absenteeism** is not a problem or is a minor problem (1998)	80
	•**tardiness** is not a problem or is a minor problem (1998)	61
	•**classroom misbehavior** is not a problem or is a minor problem (1998)	50
PARENT INVOLVEMENT		
% 8th graders in schools reporting that . . .	•**lack of parent involvement** is not a problem or is a minor problem (1998)	20
	•more than half of parents participate in **open house or back-to-school nights** (1998)	42
	•more than half of parents participate in **parent-teacher conferences** (1998)	21
CHOICE AND AUTONOMY		
Statewide public school open-enrollment program (1999)	•Statewide	
	•Limited (voluntary interdistrict or mandatory intradistrict)	
	•No choice	x
State law allows charter schools (1999)		yes
How strong is the charter school legislation:		weak
Number of charters (1999)		2
SCHOOL SIZE		
% students in **high schools** with 900 or fewer students (1998)		5
% students in **middle schools** with 600 or fewer students (1998)		9
% students in **elementary schools** of 350 or fewer students (1998)		6
ADDITIONAL INFORMATION ON SCHOOL SAFETY		
% students in schools reporting that . . .	•physical conflicts are a serious or moderate problem in **4th grade**	16
	•physical conflicts are a serious or moderate problem in **8th grade**	35
% 8th graders in schools reporting that . . .	•**gang activities** are a serious or a moderate problem (1998)	15
	•**vandalism** is a serious or a moderate problem	24
% high school students who . . .	•**felt too unsafe** to go to school during the past 30 days (1997)	5.6
	•**carried a weapon** on school property during the past 30 days (1997)	6.1
	•were **threatened or injured** with a weapon on school property in the past year (1997)	6.3
	•were in a **physical fight** on school property in the past year (1997)	12.9
	•**had property stolen or deliberately damaged** on school property in the last year (1997)	33.5

Note. Source of data: Education Week "Quality Counts 2000: Who Should Teach?" at <http://edweek.org/sreports/qc00/templates/state_data.cfm?slug=hi_data.htm>, pp. 7-8.

BEST COPY AVAILABLE

Summary and Discussion

To help determine the relative risk of violence among Department of Defense connected students in Hawai'i's public schools, those students were characterized and located within the pubic school system, then the schools most populated by them were examined using selected measures of risk and indicators of disorder and violence. Data from statewide surveys and studies were also used to assess the overall risk of violence in Hawai'i schools, risks that presumably affect DOD-connected students in Hawai'i schools as well.

Location and Characterization of Schools With High Proportions of DOD Dependents

Of the 246 public schools in Hawai'i in school year 1997–98, 219 schools (89%) had federally connected students enrolled; 26,668 students of the 189,200 total public school enrollment were federal dependents (14%). Their parents were either in one of the branches of the military or worked for the federal government as a civilian employee. In 1997–98, 16,716 students were military dependents, and it is estimated that about half of the 9952 non-military federal dependents were children of DOD civilian employees. That makes about 12% of the total Hawai'i public school enrollment in 1997–98 DOD connected.

The largest impact of DOD-connected students was on Central district where 43% of the students were federal dependents; this was followed by Leeward and Windward districts, where 18% and 12% of students, respectively, were federal dependents. About 95% of the military dependents and 78% of all federal dependents in Hawai'i public schools in 1997–98 were enrolled in 8 high schools, 8 intermediate and middle schools, and 32 elementary schools, most of them in the Central district on O'ahu.

These 48 schools with the highest proportions of federal dependents were selected for closer analysis and description to help characterize the schools where a large percentage of DOD dependents attend. School-level data for the last 3 school years for the 48 schools were summarized and compared to statewide averages. Variables selected for analysis and comparison were those associated with risk and indicators of disorder and violence in the schools: (a) school size; b) low SES, as measured by percentage of students on free or reduced price lunch; (c) percentage of students with limited English proficiency (SLEP); (d) average daily attendance; (e) graduation/completion rate for high schools; (f) percentage of students who gave positive responses to the Effective Schools Survey (ESS) items on home-school relations and learning climate; and (g) offense rates for violent offenses, property offenses, weapons offenses, drug offenses, deportment offenses, and other offenses.

School Size

The most salient risk factor for disorder and violence for DOD-connected students in Hawai'i schools is associated with school size. Defining "large" schools as those enrolling 750 or more students, Hawai'i has nearly the highest proportion of large schools in the country. A DOE study done in 1992 (Educational Assessment and Accountability System [EAAS]) showed that only Florida had a higher percentage of large schools than Hawai'i's 39%. Comparison to three states with similar total enrollments at that time—Rhode Island, Nevada, and New Hampshire—showed Hawai'i with substantially more large schools than their 15%, 22%, and 8%, respectively. Well-designed research on school size spanning 20 years has shown that at the elementary level smaller schools have a positive effect on student achievement, attendance, satisfaction, and extracurricular participation (Fowler, 1992). Research at the secondary school level is more recent and has investigated effects on various student outcomes, including achievement, educational attainment, attendance, dropout rates, student satisfaction, sense of belonging, adolescent loneliness, substance use and abuse, and extracurricular participation. Typical outcomes have shown that after the factors of district SES and percentage of students from low-income families, school size was the next most consistent factor related to outcomes—and the relationship was negative (EAAS, 1992). Although results of studies on the effects of school size on achievement have been mixed in the secondary school level research, the studies appear to be in full agreement that smaller schools have positive effects on student attitudes, satisfaction, attendance, and extracurricular participation (Fowler, 1992). The DOE study on Hawai'i public schools found the following.

> Larger schools do not produce better student outcomes. To the contrary, we found that *smaller* public secondary schools in Hawaii had relatively smaller proportions of students failing HSTEC, smaller proportions of students retained in grade, higher attendance rates (grade 10 but not grade 8 schools), and more positive perceptions of the school's climate for learning among both students and parents. . . . We also found that larger schools, both elementary and secondary, had relatively more incidents and higher costs of school property crimes (burglaries, thefts, and vandalism) than did smaller schools. (EAAS, 1992, p. 26)

In *Education Week* magazine's annual rating of state school systems, "Quality Counts 2000," the school sizes used as "cut-offs" for their data presentation were 900 students for high schools, 600 students for middle schools, and 350 students for elementary schools. Hawai'i had fewer than 10% of students in schools with enrollments below these thresholds. The average size of Hawai'i high schools is over 1600 students (nearly twice the "Quality Counts 2000" size); for intermediate schools (grades 7–8) it is over 900 and for elementary schools, over 700. The average size of the schools with the highest percentages of DOD-connected dependents exceeded these state averages at every level: by 100 students at the high school level, by about 50 students at the intermediate level, and by over 130 students at the elementary level. There is a positive correlation between the percentage of military dependents in elementary schools in Hawai'i and school size. DOD-connected students in Hawai'i generally attend very large, urban schools and are thus subject to the risks that accompany large school size.

Other Measures of Risk

In general, the Hawai'i schools with the highest proportions of DOD-connected students had lower percentages of students receiving free or reduced price lunches, lower percentages of students with limited English proficiency, higher graduation/completion rates, and better attendance than the state averages for comparable schools on these variables. Of note, however, is that although the percentage of students receiving free or reduced price lunch was lower than the state average at all levels, at the elementary level the high-DOD schools ranged from 4–70% and averaged 35%, and at the intermediate level they ranged from 15–50% and averaged over 25% of enrollment on free or reduced lunch. This indicates some risk associated with low socio-economic status on these campuses.

Effective Schools Survey

The results of student responses to the Effective Schools Survey items on home-school relations and learning climate were consistent with what might be predicted based on the research about school size. Among the high schools with the highest percentages of DOD-connected students were the ones with the state's lowest percentages of students who responded positively to survey items about home-school relations and learning climate. The average percentages of positive responses varied over two years, with the average a bit higher than the state's one year and quite a bit lower the other. At the intermediate level the high-DOD schools were consistently below the state averages on both scales and usually contained the minimum values in the range. Overall, students at intermediate schools with the highest proportions of DOD-connected students had a lower opinion of their schools' home-school relations and learning climates than did students statewide. Elementary students at high-DOD schools responded the same as the state average on home-school relations but were less positive about their schools' learning climates than students statewide.

Offenses Leading to Suspensions

School-level data on six categories of offenses leading to suspensions were examined for patterns that might indicate more or less risk for students in schools with high proportions of military and federal dependents. Correlation coefficients at every school level showed very weak, if any, positive or negative linear relationships between proportions of military, non-military, or all federal dependents in a school and rates of commission of offenses leading to suspensions. By those results, it appears that high-DOD schools as a group in school year 1997–98 were neither remarkably safer nor more dangerous than the average Hawai'i public school.

The number of offenses in each category at a school was divided by the enrollment and multiplied to achieve an offense rate per 100 students. Average offense rates for the high-DOD schools were compared to average offense rates for comparable schools in the state to assess the relative disorder and violence among schools with high proportions of DOD-connected students. With one exception, at all levels and for all categories of offenses the average offense rates at the schools with the highest percentages of DOD-connected students were below or at the state averages for comparable schools. The exception was for drug offenses, where the rate of offenses at several high-DOD high schools was consistently above the statewide rate. A further examination of these five particular high schools' data showed that the most frequent drug offense leading to suspension at these schools was for smoking cigarettes. Last school year an average of 78% of the drug offenses leading to suspensions at these schools were smoking offenses, and 16% were marijuana offenses. Other illegal drug offenses accounted for 5% or less of any of these schools' drug offenses, and alcohol accounted for 6% or less. The higher suspension rate for smoking at these particular high schools may indicate a bigger problem with smoking at these schools than at the average high school in the state, or it may mean there was more vigorous enforcement of the no-smoking rules at these particular schools. In general, the offense data do not indicate a greater risk for disorder and violence among the DOD-connected students in Hawai'i relative to the rest of Hawai'i's public school students.

Although the average offense rates for these schools compared favorably with the state averages, the ranges of offense rates were generally larger at the intermediate level. This may indicate that there was more variation in the levels of disorder and violence in the high-DOD intermediate schools than in the high schools or elementary schools with high percentages of DOD-connected students. To better understand possible risks for violence at these schools in particular, a look at statewide risks is helpful. In this study the results of the Hawai'i Middle School and High School Youth Risk Behavior Surveys (YRBS) administered in spring 1997 and the State of Hawai'i Department of Health, Alcohol and Drug Abuse Division (ADAD) study done in 1998 were used to find areas of concern about student health and safety that could present risks to the DOD dependents in Hawai'i as well as to other students.

Statewide Indicators of Risk for Disorder and Violence

Data from the YRBS reveal many positive findings about patterns of high risk behaviors among Hawai'i students in grades 6–8 and 9–12 relative to those of the representative U.S. high school sample. They also raise some concerns about unsafe school campuses in Hawai'i and Hawai'i students' early use of marijuana and suicide ideation.

Unsafe Campuses

The good news is that Hawai'i high school students are the least likely to carry weapons when compared to the other 27 states and territories with weighted YRBS data. However, Hawai'i middle school students are more likely to carry guns and weapons other than guns than both Hawai'i and U.S. high school students and as likely as U.S. high school students to carry weapons on school property. Over 7% of Hawai'i middle school students reported carrying a gun in the past 30 days, over 20% reported carrying a weapon other than a gun, and nearly 8% carried a weapon on school property in the past 30 days.

Compared to 4% of U.S. high school students, 5.6% of Hawai'i high schools students and 6% of Hawai'i middle schools students reported feeling too unsafe to go to school in the past 30 days. Over 33% of high school students and 50% of middle school students in Hawai'i reported property stolen or deliberately damaged on school property in the last year. And over 42% of middle school students in Hawai'i reported being in a physical fight in the last year, more than Hawai'i and U.S. high school students. According to data in the "Quality Counts 2000" report, 16% of 4th graders and 35% of 8th graders reported that physical conflicts are a serious or moderate problem. Only half of 8th graders reported that classroom misbehavior was not a problem or was a minor problem.

Substance Use and Abuse

Since research shows that early use predicts adult abuse (Robins & Pryzbec as cited in Klingle & Miller, 1999), Hawai'i students' early use of marijuana is of great concern; almost 15% of middle school students reported first trying it before age 13. In addition, over 35% of them first smoked a cigarette and 44% first drank alcohol before age 13. At the high school level, 25% of Hawai'i students reported binge drinking (having 5 or more drinks in a row) in the past 30 days. Hawai'i high school students were more likely than U.S. high school students to have smoked cigarettes on campus (16%) and more likely than students in any of the other 27 states and territories with weighted YRBS data to have reported drinking alcohol (8.5%) or using marijuana (12.6%) on school property. Over 41% of Hawai'i high school students and 20% of middle schools students reported being offered, sold, or given an illegal drug on school property. This is consistent with the ADAD study finding that about 20% of 10th and 12th graders in Hawai'i reported frequent exposure (once a week or more) to someone using illicit drugs. Since key predictors among the factors related to the use of substances by youth are their belief about substances and peer and family influences (Klingle & Miller, 1999), this exposure to illicit drugs and their use and availability on school property is of great concern.

Also disturbing are the increases from 1993 to 1996 in monthly use of any illicit drug, alcohol, or cigarettes by the students surveyed in the ADAD study. Even though the trend dropped or leveled off in 1998, those monthly rates are higher in all cases than the 1993 rates: up 5% for monthly use of illicit drugs and up 10% for alcohol. These trends are consistent with nationwide trends, except for Hawai'i students' monthly use of marijuana, which was higher than nationwide rates in 1998 for 8th and 10th graders responding to the ADAD survey. Daily use of cigarettes by Hawai'i 10th and 12th was reported by 10% and 12% of those students surveyed, respectively.

Although not all the substances used by Hawai'i students are illegal, their use by minors and on school property are obvious risks or indicators of disorder and can affect all students' normative beliefs, that is, their perceptions of peer use. This increased use predicts further increases in use and abuse. Indeed, statewide substance abuse treatment needs increased substantially in 1998, according to the ADAD study.

Lack of Parent Involvement

There appears to be a glaring lack of involvement on the part of parents of public school students in Hawai'i at a time when it is most needed. The "Quality Counts 2000" report shows only 20% of 8th graders reporting in 1998 that lack of parent involvement is not a problem or is a minor problem at their school and only 25% reporting that more than half of parents participate in parent-teacher conferences.

Conclusion

Department of Defense connected students in Hawai'i attend some of the largest public schools in the state, with the average enrollment at elementary, intermediate, and high schools well exceeding the already high state averages for those levels. They are thus at risk for the kinds of disruptions and negative effects that generally accompany large school size. In spite of that, however, the risk of violence among Department of Defense connected students in Hawai'i schools appears to be no greater than, and in some ways is less than, that for other students in the public schools in Hawai'i. Among the schools with the highest percentages of DOD-connected students, the intermediate schools seem to be most at risk for disorder and violence. And the schools with high proportions of DOD-connected students likely share with the other schools in the state a vulnerability to the disorder and violence indicated by students' relatively high rates of reporting risk behaviors related to unsafe school campuses—physical fights, property damage and theft, early marijuana use, alcohol and marijuana use on school property, and the availability on school property of illegal drugs.

References

Anwar, Y. (1999, August 29). Schools struggle to teach tolerance: Racial incidents highlight need. *The Honolulu Advertiser,* pp. A1, A3.

Blakeman, K. (1999, September 12). Central school district wins anti-violence grant. *The Honolulu Advertiser,* p. A25.

Dayton, K. & Nakaso, D. (1999, November 3). State's 'hideous wake-up call.' *The Honolulu Advertiser,* p. A1, A10.

Educational Assessment and Accountability System. (1992). *Working paper #8: School size in Hawaii.* Honolulu, HI: Department of Education, Office of the Superintendent, Planning & Evaluation Branch.

Fowler, W. J., Jr. (1992, April). *What do we know about school size? What should we know?* Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.

Gonser, J. (2000, February 13). Campbell violence alarming to many. *The Honolulu Advertiser,* p. A19, A23.

Gordon, M. (1999, Dec. 2). Mother of beaten boy at odds with school. *The Honolulu Advertiser,* p. B1.

Gordon, M. (2000, March 6). Schools listen to base families: Forum addresses military concerns about education. *The Honolulu Advertiser,* pp. A1, A5.

Keesing, A. (1999, Dec. 12). Bullying problem worries schools: Experts suspect severity of incidents rising. *The Honolulu Advertiser,* pp. A27, A31.

Klingle, R. S., & Miller, M. D. (1999). *The 1998 Hawaii student alcohol and drug use study (1991-1998): Hawaii adolescent treatment needs assessment.* Kapolei: Alcohol and Drug Abuse Division, State of Hawai'i Department of Health.

Koehlmoos, T. (2000, February). *On deciding to home school.* Paper presented at the annual conference of the Hawai'i Educational Research Association, Honolulu.

Masuoka, B. (2000, March 2). Retired officers assigned to schools. *The Honolulu Advertiser,* p. A1.

Pateman, B., Saka, S. M., & Lai, M. K. (2000). How well are schools addressing the health-related education needs of Hawai'i youth? Results from the Youth Risk

Behavior Survey and the School Health Education Profile Survey. *Pacific Educational Research Journal, 10,* 43–56.

Saka, S. M., & Lai, M. K. (1998a). 1997 Hawai'i Youth Risk Behavior Survey report. Honolulu: Hawai'i Department of Education.

Saka, S. M., & Lai, M. K. (1998b). Comparisons of youth-risk behaviors of 1997 middle-school and 1997 high-school students in Hawai'i. Honolulu: Hawai'i Department of Education.

Tragedy in paradise: The Xerox shootings. (1999, Nov. 3). *The Honolulu Advertiser*, pp. A1–A10.

Appendixes

Appendix A

Federally Connected Pupils by School and Employing Agency
1997- 1998

				Excludes Low Rent Housing									Low Rent Housing Pupils								
School	type	enrollment	code	Total	Non Military	Military	Air Force Military	Army Military	National Guard Military	Navy Military	Coast Guard Military	Other Military	Total	Non Military	Military	Air Force Military	Army Military	National Guard Military	Navy Military	Coast Guard Military	Other Military
Honolulu District		35,354		1417	1253	164	11	68	0	72	10	3	2768	2764	4	0	1	0	2	0	1
ʻAina Haina	E	442	100	23	18	5	0	1	0	0	4	0	0	0	0	0	0	0	0	0	0
Ala Wai	E	594	101	17	13	4	1	1	0	2	0	0	4	4	0	0	0	0	0	0	0
Aliʻiolani	E	380	102	16	15	1	0	1	0	0	-0	0	4	4	0	0	0	0	0	0	0
Anuenue	E/H	264	103	10	8	2	0	0	0	2	0	0	6	6	0	0	0	0	0	0	0
Central Middle	M	482	104	10	7	3	0	2	0	1	0	0	102	101	1	0	1	0	0	0	0
Dole Middle	M	813	105	22	19	3	0	1	0	2	0	0	317	317	0	0	0	0	0	0	0
Farrington High	H	2431	106	81	77	4	0	2	0	2	0	0	359	357	2	0	0	0	1	0	1
Fern	E	578	107	20	17	3	0	0	0	3	0	0	141	141	0	0	0	0	0	0	0
Hahaʻione	E	574	108	36	24	12	2	6	0	3	1	0	2	2	0	0	0	0	0	0	0
HI Center for Deaf & Blind				6	3	3	0	1	0	1	1	0	3	3	0	0	0	0	0	0	0
Hokulani	E	418	109	19	18	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0
Jarrett Middle	M	410	110	6	6	0	0	0	0	0	0	0	45	45	0	0	0	0	0	0	0
Jefferson	E	538	111	25	16	9	2	0	0	7	0	0	6	6	0	0	0	0	0	0	0
Jefferson Orthopedic Unit		10		0	0	0	0	0	0	0	0	0	1	1	0	0	0	0	0	0	0
Kaʻahumanu	E	730	112	8	5	3	0	2	0	1	0	0	28	28	0	0	0	0	0	0	0
Kaʻewai	E	432	113	8	8	0	0	0	0	0	0	0	269	269	0	0	0	0	0	0	0
Kahala	E	607	114	30	29	1	0	1	0	0	0	0	2	2	0	0	0	0	0	0	0
Kaimuki High	H	1559	115	53	45	8	0	5	0	3	0	0	63	63	0	0	0	0	0	0	0

Kaimuki Middle	M	742	116	36	36	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Ka iulani	E	486	117	7	5	2	0	0	0	2	0	0	126	126	0	0	0	0	0	0	0
Kaiser High	H	1168	154	78	63	15	0	8	0	7	0	0	2	2	0	0	0	0	0	0	0
Kalakaua Middle	M	929	118	47	43	4	0	0	0	4	0	0	94	94	0	0	0	0	0	0	0
Kalani High	H	1245	119	46	45	1	0	1	0	0	0	0	4	4	0	0	0	0	0	0	0
Kalihi	E	304	120	11	9	2	0	0	0	2	0	0	116	115	1	0	0	0	1	0	0
Kalihi-kai	E	802	121	33	29	4	0	0	0	4	0	0	132	132	0	0	0	0	0	0	0
Kalihi-uka	E	353	122	19	15	4	0	0	0	3	1	0	3	3	0	0	0	0	0	0	0
Kalihi-waena	E	629	123	10	8	2	0	1	0	1	0	0	183	183	0	0	0	0	0	0	0
Kamiloiki	E	583	155	33	29	4	1	2	0	0	1	0	0	0	0	0	0	0	0	0	0
Kapalama	E	776	124	46	38	8	0	6	0	2	0	0	5	5	0	0	0	0	0	0	0
Kauluwela	E	544	125	13	11	2	0	0	0	2	0	0	41	41	0	0	0	0	0	0	0
Kawananakoa Middle	M	807	126	47	47	0	0	0	0	0	0	0	13	13	0	0	0	0	0	0	0
Koko Head	E	351	127	20	15	5	0	2	0	3	0	0	1	1	0	0	0	0	0	0	0
Kuhio	E	377	128	11	8	3	0	1	0	2	0	0	7	7	0	0	0	0	0	0	0
Lanakila	E	436	129	24	21	3	0	1	0	2	0	0	4	4	0	0	0	0	0	0	0
Liholiho	E	405	130	25	22	3	1	1	0	1	0	0	2	2	0	0	0	0	0	0	0
Likelike	E	437	131	11	10	1	0	1	0	0	0	0	79	79	0	0	0	0	0	0	0
Lili‘uokalani	E	169	132	7	5	2	0	2	0	0	0	0	0	0	0	0	0	0	0	0	0
Linapuni	E	262	133	0	0	0	0	0	0	0	0	0	227	227	0	0	0	0	0	0	0
Lincoln	E	588	134	13	13	0	0	0	0	0	0	0	16	16	0	0	0	0	0	0	0
Lunalilo	E	658	135	24	22	2	0	0	0	2	0	0	13	13	0	0	0	0	0	0	0
Ma‘ema‘e	E	772	136	60	56	4	0	2	0	1	1	0	3	3	0	0	0	0	0	0	0
Manoa	E	611	137	34	31	3	3	0	0	0	0	0	0	0	0	0	0	0	0	0	0
McKinley High	H	1981	138	46	44	2	1	1	0	0	0	0	164	164	0	0	0	0	0	0	0
Niu Vally Middle	M	568	139	31	22	9	0	4	0	4	1	0	1	1	0	0	0	0	0	0	0
Noelani	E	469	140	25	20	5	0	2	0	0	0	3	0	0	0	0	0	0	0	0	0
Nu‘uanu	E	407	141	24	22	2	0	2	0	0	0	0	1	1	0	0	0	0	0	0	0
Palolo	E	312	142	0	0	0	0	0	0	0	0	0	95	95	0	0	0	0	0	0	0
Pauoa	E	474	143	18	17	1	0	1	0	0	0	0	2	2	0	0	0	0	0	0	0

Pu'uhale	E	401	145	13	12	1	0	1	0	0	0	0	3	3	0	0	0	0	0	0	0
Roosevelt High	H	1533	146	76	76	0	0	0	0	0	0	0	24	24	0	0	0	0	0	0	0
Royal	E	455	147	2	2	0	0	0	0	0	0	0	15	15	0	0	0	0	0	0	0
Stevenson Middle	M	538	148	22	21	1	0	0	0	1	0	0	11	11	0	0	0	0	0	0	0
Wai'alae	E	488	149	24	23	1	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0
Waikiki	E	334	150	14	13	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0
Wailupe Valley	E	222	151	11	11	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Washington Middle	M	943	152	21	19	2	0	1	0	1	0	0	29	29	0	0	0	0	0	0	0
Wilson	E	543	153	45	42	3	0	3	0	0	0	0	0	0	0	0	0	0	0	0	0
SUMMARY				1417	1253	164	11	68	0	72	10	3	2768	2764	4	0	1	0	2	0	1
Central District		35,538		15374	3675	11699	2284	5785	2	3364	263	1	421	421	0	0	0	0	0	0	0
Aiea Elementary	E	340	200	34	18	16	2	2	0	12	0	0	120	120	0	0	0	0	0	0	0
Aiea High	H	1500	202	284	230	54	9	12	0	32	1	0	67	67	0	0	0	0	0	0	0
Aiea Intermediate	I	719	201	111	89	22	5	3	0	13	1	0	40	40	0	0	0	0	0	0	0
Aliamanu Elementary	E	903	203	622	45	577	0	8	0	569	0	0	4	4	0	0	0	0	0	0	0
Aliamanu Intermediate	I	1017	204	620	39	581	224	129	0	228	0	0	3	3	0	0	0	0	0	0	0
Hale'iwa	E	412	206	36	32	4	0	3	0	1	0	0	0	0	0	0	0	0	0	0	0
Hale Kula	E	885	207	900	10	890	2	888	0	0	0	0	0	0	0	0	0	0	0	0	0
Helemano	E	825	208	315	65	250	0	202	0	48	0	0	0	0	0	0	0	0	0	0	0
Hickam	E	800	209	762	11	751	701	40	1	9	0	0	0	0	0	0	0	0	0	0	0
Iliahi	E	577	210	104	89	15	1	7	0	7	0	0	0	0	0	0	0	0	0	0	0
Ka'ala	E	573	211	73	68	5	1	3	0	1	0	0	4	4	0	0	0	0	0	0	0
Kipapa	E	909	212	198	135	63	7	36	0	18	2	0	1	1	0	0	0	0	0	0	0
Leilehua High	H	1,890	214	711	204	507	5	475	0	27	0	0	32	32	0	0	0	0	0	0	0
Makalapa	E	716	215	401	64	337	9	141	0	187	0	0	12	12	0	0	0	0	0	0	0
Mililani High	H	2,105	216	633	491	142	11	88	0	41	2	0	0	0	0	0	0	0	0	0	0
Mililani-Mauka	E	920	241	237	185	52	10	21	0	19	2	0	0	0	0	0	0	0	0	0	0
Mililani-Uka	E	1255	242	368	224	144	9	91	0	37	7	0	0	0	0	0	0	0	0	0	0
Mililani-Waena	E	1,016	234	286	191	95	10	56	0	20	9	0	0	0	0	0	0	0	0	0	0

Moanalua Elementary	E	725	217	199	88	111	3	99	0	9	0	0	1	1	0	0	0	0	0	0	0
Moanalua High	H	1,939	218	494	144	350	9	116	0	185	39	1	5	5	0	0	0	0	0	0	0
Moanalua Middle	M	868	219	334	62	272	9	90	0	146	27	0	3	3	0	0	0	0	0	0	0
Mokulele	E	639	220	622	9	613	384	59	0	170	0	0	0	0	0	0	0	0	0	0	0
Nimitz	E	813	221	779	11	768	441	160	0	166	1	0	0	0	0	0	0	0	0	0	0
Pearl Harbor	E	639	222	297	47	250	5	82	0	163	0	0	6	6	0	0	0	0	0	0	0
Pearl Harbor Kai	E	676	223	660	22	638	8	110	0	520	0	0	0	0	0	0	0	0	0	0	0
Pearl Ridge	E	634	243	130	91	39	11	14	0	14	0	0	1	1	0	0	0	0	0	0	0
Radford High	H	1404	224	998	118	880	367	190	1	321	1	0	4	4	0	0	0	0	0	0	0
Red Hill	E	623	225	410	15	395	0	91	0	139	165	0	0	0	0	0	0	0	0	0	0
Salt Lake	E	850	239	90	74	16	5	2	0	9	0	0	1	1	0	0	0	0	0	0	0
Scott	E	717	227	135	69	66	4	7	0	55	0	0	9	9	0	0	0	0	0	0	0
Shafter	E	340	228	338	23	315	0	306	0	8	1	0	1	1	0	0	0	0	0	0	0
Solomon	E	890	226	933	8	925	3	922	0	0	0	0	0	0	0	0	0	0	0	0	0
Wahiawa Elementary	E	544	229	102	38	64	0	61	0	3	0	0	82	82	0	0	0	0	0	0	0
Wahiawa Intermediate	I	1001	230	469	105	364	3	350	0	11	0	0	17	17	0	0	0	0	0	0	0
Waialua Elementary	E	564	231	40	36	4	0	1	0	2	1	0	2	2	0	0	0	0	0	0	0
Waialua High & Inter	H/I	951	232	129	122	7	2	2	0	3	0	0	2	2	0	0	0	0	0	0	0
Waimalu	E	774	233	141	109	32	4	10	0	17	1	0	2	2	0	0	0	0	0	0	0
Webling	E	549	235	188	68	120	1	102	0	17	0	0	2	2	0	0	0	0	0	0	0
Wheeler Elementary	E	1028	236	838	19	819	7	713	0	99	0	0	0	0	0	0	0	0	0	0	0
Wheeler Intermediate	I	1008	237	353	207	146	12	93	0	38	3	0	0	0	0	0	0	0	0	0	0
SUMMARY				15374	3675	11699	2284	5785	2	3364	263	1	421	421	0	0	0	0	0	0	0
Leeward District		37,071		6837	3390	3447	101	203	0	3068	71	4	390	390	0	0	0	0	0	0	0
Ahrens	E	1,628	250	132	115	17	0	3	0	14	0	0	0	0	0	0	0	0	0	0	0
Barber's Point	E	565	251	524	23	501	1	5	0	471	24	0	0	0	0	0	0	0	0	0	0
Campbell High	H	2,210	252	618	356	262	8	11	0	239	2	2	2	2	0	0	0	0	0	0	0
Ewa Beach Elementary	E	519	254	62	45	17	1	3	0	13	0	0	1	1	0	0	0	0	0	0	0
Ewa Elementary	E	612	253	82	49	33	2	7	0	24	0	0	0	0	0	0	0	0	0	0	0

Highlands Intermediate	I	1,108	255	270	175	95	3	7	0	85	0	0	4	4	0	0	0	0	0	0	0
Holomua	E	674	280	135	80	55	5	13	0	37	0	0	2	2	0	0	0	0	0	0	0
Honowai	E	831	276	80	73	7	2	0	0	5	0	0	2	2	0	0	0	0	0	0	0
ʻIlima Intermediate	I	1,412	279	381	144	237	7	8	0	216	5	1	1	1	0	0	0	0	0	0	0
Iroquois Point	E	1,257	256	1153	5	1148	1	21	0	1099	27	0	0	0	0	0	0	0	0	0	0
Kaʻimiloa	E	783	281	81	61	20	2	3	0	15	0	0	2	2	0	0	0	0	0	0	0
Kaleiʻopuʻu	E	1,017	287	189	120	69	9	18	0	39	3	0	3	3	0	0	0	0	0	0	0
Kamaile	E	796	275	26	24	2	0	2	0	0	0	0	69	69	0	0	0	0	0	0	0
Kanoelani	E	905	283	197	156	41	2	18	0	20	1	0	0	0	0	0	0	0	0	0	0
Kapolei	E	937	282	127	102	25	5	1	0	19	0	0	2	2	0	0	0	0	0	0	0
Lehua	E	502	268	366	18	348	3	9	0	336	0	0	1	1	0	0	0	0	0	0	0
Leihoku	E	779	271	67	49	18	0	0	0	18	0	0	0	0	0	0	0	0	0	0	0
Maʻili	E	967	257	66	49	17	0	3	0	14	0	0	35	35	0	0	0	0	0	0	0
Makaha	E	697	258	28	22	6	0	1	0	5	0	0	0	0	0	0	0	0	0	0	0
Makakilo	E	669	259	112	81	31	4	6	0	20	0	1	1	1	0	0	0	0	0	0	0
Manana	E	492	260	56	49	7	0	1	0	5	1	0	1	1	0	0	0	0	0	0	0
Mauka Lani	E	709	286	163	91	72	14	16	0	38	4	0	2	2	0	0	0	0	0	0	0
Momilani	E	407	285	77	74	3	1	1	0	1	0	0	0	0	0	0	0	0	0	0	0
Nanaikapono	E	1,041	261	59	44	15	0	1	0	14	0	0	19	19	0	0	0	0	0	0	0
Nanakuli Elementary	E	650	262	35	33	2	0	0	0	2	0	0	2	2	0	0	0	0	0	0	0
Nanakuli High & Inter	H/I	1,360	263	76	66	10	0	7	0	3	0	0	14	14	0	0	0	0	0	0	0
Palisades	E	432	264	65	53	12	1	0	0	9	2	0	0	0	0	0	0	0	0	0	0
Pearl City Elementary	E	654	265	182	51	131	5	3	0	123	0	0	21	21	0	0	0	0	0	0	0
Pearl City High	H	2,177	266	475	361	114	5	12	0	97	0	0	18	18	0	0	0	0	0	0	0
Pearl City Highlands	E	434	267	69	57	12	4	1	0	7	0	0	0	0	0	0	0	0	0	0	0
Pohakea	E	552	269	57	36	21	0	4	0	17	0	0	0	0	0	0	0	0	0	0	0
Waiʻanae Elementary	E	736	270	35	29	6	2	3	0	1	0	0	54	54	0	0	0	0	0	0	0
Waiʻanae High	H	2,164	272	164	150	14	2	0	0	12	0	0	49	49	0	0	0	0	0	0	0
Waiʻanae Intermediate	I	1,166	273	76	71	5	0	0	0	5	0	0	36	36	0	0	0	0	0	0	0
Waipahu Elementary	E	1028	274	48	45	3	0	3	0	0	0	0	32	32	0	0	0	0	0	0	0

Waipahu High	H	2357	277	272	247	25	4	5	0	14	2	0	9	9	0	0	0	0	0	0	0
Waipahu Intermediate	I	1229	278	141	120	21	1	4	0	16	0	0	7	7	0	0	0	0	0	0	0
Waiau	E	615	288	91	66	25	7	3	0	15	0	0	1	1	0	0	0	0	0	0	0
SUMMARY				6837	3390	3447	101	203	0	3068	71	4	390	390	0	0	0	0	0	0	0
Windward District		19,980		2309	1034	1275	26	70	0	1172	4	3	253	253	0	0	0	0	0	0	0
'Ahuimanu	E	580	335	50	38	12	2	3	0	6	1	0	0	0	0	0	0	0	0	0	0
'Aikahi	E	628	300	108	55	53	2	11	0	40	0	0	0	0	0	0	0	0	0	0	0
Castle	H	2032	301	159	147	12	2	4	0	6	0	0	28	28	0	0	0	0	0	0	0
Enchanted Lake	E	467	302	35	27	8	0	1	0	7	0	0	2	2	0	0	0	0	0	0	0
Hau'ula	E	355	303	8	6	2	0	0	0	2	0	0	0	0	0	0	0	0	0	0	0
He'eia	E	762	304	53	46	7	2	4	0	1	0	0	6	6	0	0	0	0	0	0	0
Ka'a'awa	E	182	305	4	4	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Ka'elepulu	E	166	330	21	12	9	0	4	0	3	0	2	0	0	0	0	0	0	0	0	0
Kahalu'u	E	307	306	25	21	4	0	2	0	2	0	0	22	22	0	0	0	0	0	0	0
Kahuku	E	544	331	21	20	1	0	0	0	1	0	0	2	2	0	0	0	0	0	0	0
Kahuku	H/I	1977	307	93	76	17	4	5	0	8	0	0	0	0	0	0	0	0	0	0	0
Kailua	E	582	308	31	27	4	0	0	0	3	1	0	7	7	0	0	0	0	0	0	0
Kailua	H	1090	309	59	50	9	1	4	0	4	0	0	5	5	0	0	0	0	0	0	0
Kailua	I	965	310	180	54	126	3	4	0	118	1	0	2	2	0	0	0	0	0	0	0
Kainalu	E	560	311	52	42	10	0	3	0	7	0	0	1	1	0	0	0	0	0	0	0
Kalaheo	H	1220	312	297	73	224	1	6	0	216	0	1	4	4	0	0	0	0	0	0	0
Kane'ohe	E	615	313	58	47	11	0	1	0	10	0	0	7	7	0	0	0	0	0	0	0
Kapunahala	E	612	315	45	41	4	0	0	0	3	1	0	49	49	0	0	0	0	0	0	0
Keolu	E	316	317	19	15	4	0	1	0	3	0	0	0	0	0	0	0	0	0	0	0
King	I	1037	318	66	55	11	2	1	0	8	0	0	32	32	0	0	0	0	0	0	0
La'ie	E	821	319	14	5	9	0	4	0	5	0	0	0	0	0	0	0	0	0	0	0
Lanikai	E	320	320	42	25	17	1	7	0	9	0	0	0	0	0	0	0	0	0	0	0
Maunawili	E	402	321	37	26	11	5	0	0	6	0	0	2	2	0	0	0	0	0	0	0
Mokapu	E	816	322	697	2	695	0	3	0	692	0	0	0	0	0	0	0	0	0	0	0

Olomana		149		3	2	1	0	0	0	1	0	0	4	4	0	0	0	0	0	0	0
Parker	E	605	323	28	34	4	0	0	0	4	0	0	10	10	0	0	0	0	0	0	0
Pope	E	288	324	9	7	2	0	0	0	2	0	0	8	8	0	0	0	0	0	0	0
Pu`ohala	E	470	314	36	35	1	0	0	0	1	0	0	7	7	0	0	0	0	0	0	0
Sunset Beach	E	296	325	23	22	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0
Waiahole	E	143	326	2	2	0	0	0	0	0	0	0	2	2	0	0	0	0	0	0	0
Waimanalo	E/I	673	327	34	28	6	1	1	0	4	0	0	53	53	0	0	0	0	0	0	0
SUMMARY				2309	1034	1275	26	70	0	1172	4	3	253	253	0	0	0	0	0	0	0
Hawai`i District		28,506		255	207	48	10	17	0	16	5	0	258	0	0	0	0	0	0	0	0
De Silva	E	408	351	13	8	5	1	2	0	0	2	0	0	0	0	0	0	0	0	0	0
Ha`aheo	E	199	352	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Hilo High	H	1793	355	7	6	1	0	0	0	1	0	0	11	11	0	0	0	0	0	0	0
Hilo Intermediate	I	694	356	12	7	5	2	1	0	2	0	0	28	28	0	0	0	0	0	0	0
Hilo Union	E	677	357	8	7	1	1	0	0	0	0	0	7	7	0	0	0	0	0	0	0
Honaunau	E	407	359	3	1	2	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Honoka`a High & Inter	H/I	961	360	2	2	0	0	0	0	0	0	0	3	3	0	0	0	0	0	0	0
Ho`okena	E	330	363	3	3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Kahakai	E	729	371	1	0	1	0	1	0	0	0	0	24	24	0	0	0	0	0	0	0
Kapi`olani	E	591	367	8	8	0	0	0	0	0	0	0	91	91	0	0	0	0	0	0	0
Ka`u High & Pahala Elem	H/E	573	368	10	10	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Kea`au Elem & Inter	E/I	1432	353/370	20	19	1	1	0	0	0	0	0	1	1	0	0	0	0	0	0	0
Kealakehe Elementary	E	963	388	3	2	1	0	0	0	1	0	0	33	33	0	0	0	0	0	0	0
Kealakehe High	H	402	392	0	0	0	0	0	0	0	0	0	4	4	0	0	0	0	0	0	0
Kealakehe Inter	I	992	390	0	0	0	0	0	0	0	0	0	14	14	0	0	0	0	0	0	0
Keaukaha	E	532	372	6	6	0	0	0	0	0	0	0	6	6	0	0	0	0	0	0	0
Keonepoko	E	750	391	8	7	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Kohala High & Inter	H/I	612	373	5	4	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0
Konawaena Elementary	E	738	375	5	5	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Konawaena High	H	1895	374	5	5	0	0	0	0	0	0	0	5	5	0	0	0	0	0	0	0

Laupahoehoe High & Elem	H/E	305	377	6	0	6	0	0	0	6	0	0	0	0	0	0	0	0	0	0	0
Mt View Elem & Inter	E/I	819	379	31	30	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0
Pahoa High & Inter	H/I	1069	383	3	2	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Waiakea Elementary	E	863	384	20	18	2	0	2	0	0	0	0	12	12	0	0	0	0	0	0	0
Waiakea High	H	2392	389	34	31	3	1	0	0	2	0	0	3	3	0	0	0	0	0	0	0
Waiakea Intermediate	I	1030	385	18	13	5	0	4	0	1	0	0	0	0	0	0	0	0	0	0	0
Waiakeawaena	E	881	386	17	7	10	0	4	0	3	3	0	1	1	0	0	0	0	0	0	0
Waikoloa	E	517	393	2	1	1	0	1	0	0	0	0	1	1	0	0	0	0	0	0	0
Waimea Elem & Inter	E/I	1272	387	4	4	0	0	0	0	0	0	0	14	14	0	0	0	0	0	0	0
SUMMARY				255	207	48	10	17	0	16	5	0	258	258	0	0	0	0	0	0	0
Maui District		21,712		50	33	17	6	8	0	2	0	1	109	109	0	0	0	0	0	0	0
Baldwin High	H	1850	400	2	1	1	0	1	0	0	0	0	11	11	0	0	0	0	0	0	0
Ha'iku	E	465	401	2	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Hana High & Elementary	H/E	440	402	5	5	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
'Iao	I	823	404	1	1	0	0	0	0	0	0	0	13	13	0	0	0	0	0	0	0
Kahului	E	911	405	2	0	2	0	2	0	0	0	0	0	0	0	0	0	0	0	0	0
Kalama Intermediate	I	1298	420	6	6	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Kamali'i	E	754	431	7	1	6	5	1	0	0	0	0	0	0	0	0	0	0	0	0	0
Kamehameha III	E	665	406	0	0	0	0	0	0	0	0	0	1	1	0	0	0	0	0	0	0
Kaunakakai	E	336	407	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
King Kekaulike	H	1030	435	2	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Kualapu'u	E	407	411	0	0	0	0	0	0	0	0	0	4	4	0	0	0	0	0	0	0
Kula	E	522	412	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Lahaina	I	604	413	0	0	0	0	0	0	0	0	0	6	6	0	0	0	0	0	0	0
Lahainaluna -	H	876	414	0	0	0	0	0	0	0	0	0	1	1	0	0	0	0	0	0	0
Lihikai	E	1035	416	6	3	3	0	3	0	0	0	0	0	0	0	0	0	0	0	0	0
Makawao	E	636	417	2	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Maui High	H	1734	418	5	2	3	1	1	0	0	0	1	0	0	0	0	0	0	0	0	0

Maui Waena	I	948	428	4	4	0	0	0	0	0	0	0	1	1	0	0	0	0	0	0	0
Maunaloa	E	90	419	0	0	0	0	0	0	0	0	0	14	14	0	0	0	0	0	0	0
Nahienaena	E	698	429	0	0	0	0	0	0	0	0	0	7	7	0	0	0	0	0	0	0
Pukalani	E	558	426	1	0	1	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0
Waihe`e	E	858	424	2	1	1	0	0	0	1	0	0	7	7	0	0	0	0	0	0	0
Wailuku	E	837	425	1	1	0	0	0	0	0	0	0	44	44	0	0	0	0	0	0	0
SUMMARY				50	33	17	6	8	0	2	0	1	109	109	0	0	0	0	0	0	0
Kaua`i District		11039		426	360	66	2	5	0	49	4	6	89	89	0	0	0	0	0	0	0
`Ele`ele	E	534	451	40	39	1	0	0	0	0	0	1	9	9	0	0	0	0	0	0	0
Hanalei	E	289	452	2	1	1	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0
Kalahe`o	E	626	453	47	45	2	0	0	0	0	2	0	3	3	0	0	0	0	0	0	0
Kapa`a	E	1110	454	4	3	1	0	0	0	0	1	0	8	8	0	0	0	0	0	0	0
Kapa`a	H/I	1233	455	9	6	3	0	2	0	1	0	0	5	5	0	0	0	0	0	0	0
Kapa`a	M	960	455	6	4	2	0	0	0	2	0	0	2	2	0	0	0	0	0	0	0
Kaua`i	H/I	1886	456	45	43	2	0	1	0	0	1	0	14	14	0	0	0	0	0	0	0
Kaumuali`i	E	834	457	2	0	2	0	1	0	1	0	0	8	8	0	0	0	0	0	0	0
Kekaha	E	354	458	65	35	30	1	0	0	27	0	2	11	11	0	0	0	0	0	0	0
Kilauea	E	319	459	4	4	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Koloa	E	390	460	2	2	0	0	0	0	0	0	0	9	9	0	0	0	0	0	0	0
Waimea Canyon	E	680	464	101	86	15	1	0	0	13	0	1	7	7	0	0	0	0	0	0	0
Waimea High	H	828	462	85	79	6	0	0	0	4	0	2	10	10	0	0	0	0	0	0	0
Wilcox	E	983	463	14	13	1	0	1	0	0	0	0	3	3	0	0	0	0	0	0	0
SUMMARY				426	360	66	2	5	0	49	4	6	89	89	0	0	0	0	0	0	0

Appendix B

Hawai‘i Public High Schools, Intermediate and Middle Schools, and Elementary Schools Ordered by Percent Enrollment Military in School Year 1997–98

1997-1998									
School	Type	District	Enrollment	Total Military	Total Non-military	Grand Total Federal	Percent Enrollment Military	Percent Enrollment Non-Military	Percent Enrollment Fed Connected
Radford High	H	Centr	1,404	880	118	998	62.7%	8.4%	71.1%
Leilehua High	H	Centr	1,890	507	204	711	26.8%	10.8%	37.6%
Kalaheo	H	Wind	1,220	224	73	297	18.4%	6.0%	24.3%
Moanalua High	H	Centr	1,939	350	144	494	18.1%	7.4%	25.5%
Campbell High	H	Leew	2,210	262	356	618	11.9%	16.1%	28.0%
Mililani High	H	Centr	2,105	142	491	633	6.7%	23.3%	30.1%
Pearl City High	H	Leew	2,177	114	361	475	5.2%	16.6%	21.8%
'Aiea High	H	Centr	1,500	54	230	284	3.6%	15.3%	18.9%
Kaiser High	H	Hono	1,168	15	63	78	1.3%	5.4%	6.7%
Waipahu High	H	Leew	2,357	25	247	272	1.1%	10.5%	11.5%
Kailua	H	Wind	1,090	9	50	59	0.8%	4.6%	5.4%
Waimea High	H	Kauai	828	6	79	85	0.7%	9.5%	10.3%
Wai'anae High	H	Leew	2,164	14	150	164	0.6%	6.9%	7.6%
Castle	H	Wind	2,032	12	147	159	0.6%	7.2%	7.8%
Kaimukī High	H	Hono	1,559	8	45	53	0.5%	2.9%	3.4%
Maui High	H	Maui	1,734	3	2	5	0.2%	0.1%	0.3%
Farrington High	H	Hono	2,431	4	77	81	0.2%	3.2%	3.3%
Waiakea High	H	Haw	2,392	3	31	34	0.1%	1.3%	1.4%
McKinley High	H	Hono	1,981	2	44	46	0.1%	2.2%	2.3%
Kalani High	H	Hono	1,245	1	45	46	0.1%	3.6%	3.7%
Hilo High	H	Haw	1,793	1	6	7	0.1%	0.3%	0.4%
Baldwin High	H	Maui	1,850	1	1	2	0.1%	0.1%	0.1%
Lahainaluna	H	Maui	876	0	0	0	0.0%	0.0%	0.0%
King Kekaulike	H	Maui	1,030	0	2	2	0.0%	0.2%	0.2%
Konawaena High	H	Haw	1,895	0	5	5	0.0%	0.3%	0.3%
Kealakehe High	H	Haw	402	0	0	0	0.0%	0.0%	0.0%
Roosevelt High	H	Hono	1,533	0	76	76	0.0%	5.0%	5.0%

BEST COPY AVAILABLE

1997-1998									
School	Type	District	Enrollment	Total Military	Total Non-military	Grand Total Federal	Percent Enrollment Military	Percent Enrollment Non-Military	Percent Enrollment Fed Connected
Aliamanu Intermediate	I	Centr	1,017	581	39	620	57.1%	3.8%	61.0%
Wahiawa Intermediate	I	Centr	1,001	364	105	469	36.4%	10.5%	46.9%
Moanalua Intermediate	I	Centr	868	272	62	334	31.3%	7.1%	38.5%
ʻIlima Intermediate	I	Leew	1,412	237	144	381	16.8%	10.2%	27.0%
Wheeler Intermediate	I	Centr	1,008	146	207	353	14.5%	20.5%	35.0%
Kailua	I	Wind	965	126	54	180	13.1%	5.6%	18.7%
Highlands Intermediate	I	Leew	1,108	95	175	270	8.6%	15.8%	24.4%
ʻAiea Intermediate	I	Centr	719	22	89	111	3.1%	12.4%	15.4%
Waipahu Intermediate	I	Leew	1,229	21	120	141	1.7%	9.8%	11.5%
Niu Valley Middle	M	Hono	568	9	22	31	1.6%	3.9%	5.5%
King	I	Wind	1,037	11	55	66	1.1%	5.3%	6.4%
Hilo Intermediate	I	Haw	694	5	7	12	0.7%	1.0%	1.7%
Central Middle	M	Hono	482	3	7	10	0.6%	1.5%	2.1%
Waiakea Intermediate	I	Haw	1,030	5	13	18	0.5%	1.3%	1.7%
Kalakaua Middle	M	Hono	929	4	43	47	0.4%	4.6%	5.1%
Waiʻanae Intermediate	I	Leew	1,166	5	71	76	0.4%	6.1%	6.5%
Dole Middle	M	Hono	813	3	19	22	0.4%	2.3%	2.7%
Washington Middle	M	Hono	943	2	19	21	0.2%	2.0%	2.2%
Kapaʻa	M	Kauai	960	2	4	6	0.2%	0.4%	0.6%
Stevenson Middle	M	Hono	538	1	21	22	0.2%	3.9%	4.1%
Kalama Intermediate	I	Maui	1,298	0	6	6	0.0%	0.5%	0.5%
Kealakehe Intermediate	I	Haw	992	0	0	0	0.0%	0.0%	0.0%
Lahaina	I	Maui	604	0	0	0	0.0%	0.0%	0.0%
Maui Waena	I	Maui	948	0	4	4	0.0%	0.4%	0.4%
ʻIao	I	Maui	823	0	1	1	0.0%	0.1%	0.1%
Jarrett Middle	M	Hono	410	0	6	6	0.0%	1.5%	1.5%
Kaimuki Middle	M	Hono	742	0	36	36	0.0%	4.9%	4.9%
Kawananakoa Middle	M	Hono	807	0	47	47	0.0%	5.8%	5.8%

1997-1998									
School	Type	District	Enrollment	Total Military	Total Non-military	Grand Total Federal	Percent Enrollment Military	Percent Enrollment Non-Military	Percent Enrollment Fed Connected
Solomon	E	Centr	890	925	8	933	103.9%	0.9%	104.8%
Hale Kula	E	Centr	885	890	10	900	100.6%	1.1%	101.7%
Mokulele	E	Centr	639	613	9	622	95.9%	1.4%	97.3%
Nimitz	E	Centr	813	768	11	779	94.5%	1.4%	95.8%
Pearl Harbor Kai	E	Centr	676	638	22	660	94.4%	3.3%	97.6%
Hickam	E	Centr	800	751	11	762	93.9%	1.4%	95.3%
Shafter	E	Centr	340	315	23	338	92.6%	6.8%	99.4%
Iroqouis Point	E	Leew	1,257	1,148	5	1,153	91.3%	0.4%	91.7%
Barber's Point	E	Leew	565	501	23	524	88.7%	4.1%	92.7%
Mokapu	E	Wind	816	695	2	697	85.2%	0.2%	85.4%
Wheeler Elementary	E	Centr	1,028	819	19	838	79.7%	1.8%	81.5%
Lehua	E	Leew	502	348	18	366	69.3%	3.6%	72.9%
Aliamanu Elementary	E	Centr	903	577	45	622	63.9%	5.0%	68.9%
Red Hill	E	Centr	623	395	15	410	63.4%	2.4%	65.8%
Makalapa	E	Centr	716	337	64	401	47.1%	8.9%	56.0%
Pearl Harbor	E	Centr	639	250	47	297	39.1%	7.4%	46.5%
Helemano	E	Centr	825	250	65	315	30.3%	7.9%	38.2%
Webling	E	Centr	549	120	68	188	21.9%	12.4%	34.2%
Pearl City Elementary	E	Leew	654	131	51	182	20.0%	7.8%	27.8%
Moanalua Elementary	E	Centr	725	111	88	199	15.3%	12.1%	27.4%
Wahiawa Elementary	E	Centr	544	64	38	102	11.8%	7.0%	18.8%
Mililani-Uka	E	Centr	1,255	144	224	368	11.5%	17.8%	29.3%
Mauka Lani	E	Leew	709	72	91	163	10.2%	12.8%	23.0%
Mililani-Waena	E	Centr	1.016	95	191	286	9.4%	18.8%	28.1%
Scott	E	Centr	717	66	69	135	9.2%	9.6%	18.8%
Kekaha	E	Kauai	354	30	35	65	8.5%	9.9%	18.4%
`Aikahi	E	Wind	628	53	55	108	8.4%	8.8%	17.2%
Holomua	E	Leew	674	55	80	135	8.2%	11.9%	20.0%
Kipapa	E	Centr	909	63	135	198	6.9%	14.9%	21.8%
Kalei`opu`u	E	Leew	1.017	69	120	189	6.8%	11.8%	18.6%
Pearl Ridge	E	Centr	634	39	91	130	6.2%	14.4%	20.5%
Mililani-Mauka	E	Centr	920	52	185	237	5.7%	20.1%	25.8%
Ka`elepulu	E	Wind	166	9	12	21	5.4%	7.2%	12.7%
`Ewa Elementary	E	Leew	612	33	49	82	5.4%	8.0%	13.4%
Lanikai	E	Wind	320	17	25	42	5.3%	7.8%	13.1%
`Aiea Elementary	E	Centr	340	16	18	34	4.7%	5.3%	10.0%
Makakilo	E	Leew	669	31	81	112	4.6%	12.1%	16.7%
Kanoelani	E	Leew	905	41	156	197	4.5%	17.2%	21.8%
Waimalu	E	Centr	774	32	109	141	4.1%	14.1%	18.2%
Waiau	E	Leew	615	25	66	91	4.1%	10.7%	14.8%
Pohakea	E	Leew	552	21	36	57	3.8%	6.5%	10.3%

1997-1998									
School	Type	District	Enrollment	Total Military	Total Non-military	Grand Total Federal	Percent Enrollment Military	Percent Enrollment Non-Military	Percent Enrollment Fed Connected
`Ewa Beach Elementary	E	Leew	519	17	45	62	3.3%	8.7%	11.9%
Palisades	E	Leew	432	12	53	65	2.8%	12.3%	15.0%
Pearl City Highlands	E	Leew	434	12	57	69	2.8%	13.1%	15.9%
Maunawili	E	Wind	402	11	26	37	2.7%	6.5%	9.2%
Kapolei	E	Leew	937	25	102	127	2.7%	10.9%	13.6%
`Iliahi	E	Centr	577	15	89	104	2.6%	15.4%	18.0%
Ka`imiloa	E	Leew	783	20	61	81	2.6%	7.8%	10.3%
Leihoku	E	Leew	779	18	49	67	2.3%	6.3%	8.6%
Waimea Canyon	E	Kauai	680	15	86	101	2.2%	12.6%	14.9%
Haha`ione	E	Hono	574	12	24	36	2.1%	4.2%	6.3%
`Ahuimanu	E	Wind	580	12	38	50	2.1%	6.6%	8.6%
Salt Lake	E	Centr	850	16	74	90	1.9%	8.7%	10.6%
Kane`ohe	E	Wind	615	11	47	58	1.8%	7.6%	9.4%
Kainalu	E	Wind	560	10	42	52	1.8%	7.5%	9.3%
Ma`ili	E	Leew	967	17	49	66	1.8%	5.1%	6.8%
Enchanted Lake	E	Wind	467	8	27	35	1.7%	5.8%	7.5%
Jefferson	E	Hono	538	9	16	25	1.7%	3.0%	4.6%
Nanaikapono	E	Leew	1,041	15	44	59	1.4%	4.2%	5.7%
Koko Head	E	Hono	351	5	15	20	1.4%	4.3%	5.7%
Manana	E	Leew	492	7	49	56	1.4%	10.0%	11.4%
Kahalu`u	E	Wind	307	4	21	25	1.3%	6.8%	8.1%
Keolu	E	Wind	316	4	15	19	1.3%	4.7%	6.0%
De Silva	E	Haw	408	5	8	13	1.2%	2.0%	3.2%
Lili`uokalani	E	Hono	169	2	5	7	1.2%	3.0%	4.1%
Waiakeawaena	E	Haw	881	10	7	17	1.1%	0.8%	1.9%
Kalihi-uka	E	Hono	353	4	15	19	1.1%	4.2%	5.4%
`Aina Haina	E	Hono	442	5	18	23	1.1%	4.1%	5.2%
La`ie	E	Wind	821	9	5	14	1.1%	0.6%	1.7%
Noelani	E	Hono	469	5	20	25	1.1%	4.3%	5.3%
Ahrens	E	Leew	1,628	17	115	132	1.0%	7.1%	8.1%
Kapalama	E	Hono	776	8	38	46	1.0%	4.9%	5.9%
Hale`iwa	E	Centr	412	4	32	36	1.0%	7.8%	8.7%
He`eia	E	Wind	762	7	46	53	0.9%	6.0%	7.0%
Ka`ala	E	Centr	573	5	68	73	0.9%	11.9%	12.7%
Makaha	E	Leew	697	6	22	28	0.9%	3.2%	4.0%
Honowai	E	Leew	831	7	73	80	0.8%	8.8%	9.6%
Wai`anae Elementary	E	Leew	736	6	29	35	0.8%	3.9%	4.8%
Kamali`i	E	Maui	754	6	1	7	0.8%	0.1%	0.9%
Kuhio	E	Hono	377	3	8	11	0.8%	2.1%	2.9%
Anuenue	E	Hono	264	2	8	10	0.8%	3.0%	3.8%

1997-1998									
School	Type	District	Enrollment	Total Military	Total Non-military	Grand Total Federal	Percent Enrollment Military	Percent Enrollment Non-Military	Percent Enrollment Fed Connected
Liholiho	E	Hono	405	3	22	25	0.7%	5.4%	6.2%
Momilani	E	Leew	407	3	74	77	0.7%	18.2%	18.9%
Waialua Elementary	E	Centr	564	4	36	40	0.7%	6.4%	7.1%
Pope	E	Wind	288	2	7	9	0.7%	2.4%	3.1%
Lanakila	E	Hono	436	3	21	24	0.7%	4.8%	5.5%
Kailua	E	Wind	582	4	27	31	0.7%	4.6%	5.3%
Kamiloiki	E	Hono	583	4	29	33	0.7%	5.0%	5.7%
Ala Wai	E	Hono	594	4	13	17	0.7%	2.2%	2.9%
Parker	E	Wind	605	4	34	28	0.7%	5.6%	4.6%
Kalihi	E	Hono	304	2	9	11	0.7%	3.0%	3.6%
Kapunahala	E	Wind	612	4	41	45	0.7%	6.7%	7.4%
Hau`ula	E	Wind	355	2	6	8	0.6%	1.7%	2.3%
Wilson	E	Hono	543	3	42	45	0.6%	7.7%	8.3%
Fern	E	Hono	578	3	17	20	0.5%	2.9%	3.5%
Ma`ema`e	E	Hono	772	4	56	60	0.5%	7.3%	7.8%
Kalihi-kai	E	Hono	802	4	29	33	0.5%	3.6%	4.1%
Honaunau	E	Haw	407	2	1	3	0.5%	0.2%	0.7%
Nu`uanu	E	Hono	407	2	22	24	0.5%	5.4%	5.9%
Manoa	E	Hono	611	3	31	34	0.5%	5.1%	5.6%
Ka`iulani	E	Hono	486	2	5	7	0.4%	1.0%	1.4%
Ka`ahumanu	E	Hono	730	3	5	8	0.4%	0.7%	1.1%
Kauluwela	E	Hono	544	2	11	13	0.4%	2.0%	2.4%
Hanalei	E	Kauai	289	1	1	2	0.3%	0.3%	0.7%
Sunset Beach	E	Wind	296	1	22	23	0.3%	7.4%	7.8%
Kalahe`o	E	Kauai	626	2	45	47	0.3%	7.2%	7.5%
Kalihi-waena	E	Hono	629	2	8	10	0.3%	1.3%	1.6%
Nanakuli Elementary	E	Leew	650	2	33	35	0.3%	5.1%	5.4%
Lunalilo	E	Hono	658	2	22	24	0.3%	3.3%	3.6%
Waikiki	E	Hono	334	1	13	14	0.3%	3.9%	4.2%
Waipahu Elementary	E	Leew	1,028	3	45	48	0.3%	4.4%	4.7%
Lihikai	E	Maui	1,035	3	3	6	0.3%	0.3%	0.6%
Ali`iolani	E	Hono	380	1	15	16	0.3%	3.9%	4.2%
Kamaile	E	Leew	796	2	24	26	0.3%	3.0%	3.3%
Pu`uhale	E	Hono	401	1	12	13	0.2%	3.0%	3.2%
Kaumuali`i	E	Kauai	834	2	0	2	0.2%	0.0%	0.2%
Hokulani	E	Hono	418	1	18	19	0.2%	4.3%	4.5%
Waiakea Elementary	E	Haw	863	2	18	20	0.2%	2.1%	2.3%
Likelike	E	Hono	437	1	10	11	0.2%	2.3%	2.5%
Kahului	E	Maui	911	2	0	2	0.2%	0.0%	0.2%
Pu`ohala	E	Wind	470	1	35	36	0.2%	7.4%	7.7%
Pauoa	E	Hono	474	1	17	18	0.2%	3.6%	3.8%
Wai`alae	E	Hono	488	1	23	24	0.2%	4.7%	4.9%

1997-1998									
School	Type	District	Enrollment	Total Military	Total Non-military	Grand Total Federal	Percent Enrollment Military	Percent Enrollment Non-Military	Percent Enrollment Fed Connected
Waikoloa	E	Haw	517	1	1	2	0.2%	0.2%	0.4%
'Ele'ele	E	Kauai	534	1	39	40	0.2%	7.3%	7.5%
Kahuku	E	Wind	544	1	20	21	0.2%	3.7%	3.9%
Pukalani	E	Maui	558	1	0	1	0.2%	0.0%	0.2%
Kahala	E	Hono	607	1	29	30	0.2%	4.8%	4.9%
Hilo Union	E	Haw	677	1	7	8	0.1%	1.0%	1.2%
Kahakai	E	Haw	729	1	0	1	0.1%	0.0%	0.1%
Keonepoko	E	Haw	750	1	7	8	0.1%	0.9%	1.1%
Waihe'e	E	Maui	858	1	1	2	0.1%	0.1%	0.2%
Kealakehe Elementary	E	Haw	963	1	2	3	0.1%	0.2%	0.3%
Wilcox	E	Kauai	983	1	13	14	0.1%	1.3%	1.4%
Kapa'a	E	Kauai	1,110	1	3	4	0.1%	0.3%	0.4%
Kaunakakai	E	Maui	336	0	1	1	0.0%	0.3%	0.3%
Ho'okena	E	Haw	330	0	3	3	0.0%	0.9%	0.9%
Kualapu'u	E	Maui	407	0	0	0	0.0%	0.0%	0.0%
Maunaloa	E	Maui	90	0	0	0	0.0%	0.0%	0.0%
Kīlauea	E	Kauai	319	0	4	4	0.0%	1.3%	1.3%
Kamehameha III	E	Maui	665	0	0	0	0.0%	0.0%	0.0%
Konawaena Elementary	E	Haw	738	0	5	5	0.0%	0.7%	0.7%
Makawao	E	Maui	636	0	2	2	0.0%	0.3%	0.3%
Keaukaha	E	Haw	532	0	6	6	0.0%	1.1%	1.1%
Koloa	E	Kauai	390	0	2	2	0.0%	0.5%	0.5%
Wailuku	E	Maui	837	0	1	1	0.0%	0.1%	0.1%
Nahienaena	E	Maui	698	0	0	0	0.0%	0.0%	0.0%
Royal	E	Hono	455	0	2	2	0.0%	0.4%	0.4%
Palolo	E	Hono	312	0	0	0	0.0%	0.0%	0.0%
Waiahole	E	Wind	143	0	2	2	0.0%	1.4%	1.4%
Ha'aheo	E	Haw	199	0	1	1	0.0%	0.5%	0.5%
Ha'iku	E	Maui	465	0	2	2	0.0%	0.4%	0.4%
Kapi'olani	E	Haw	591	0	8	8	0.0%	1.4%	1.4%
Ka'a'awa	E	Wind	182	0	4	4	0.0%	2.2%	2.2%
Ka'ewai	E	Hono	432	0	8	8	0.0%	1.9%	1.9%
Kula	E	Maui	522	0	1	1	0.0%	0.2%	0.2%
Linapuni	E	Hono	262	0	0	0	0.0%	0.0%	0.0%
Lincoln	E	Hono	588	0	13	13	0.0%	2.2%	2.2%
Wailupe Valley	E	Hono	222	0	11	11	0.0%	5.0%	5.0%

Appendix C

School Status and Improvement Report (SSIR) for School Year 1997–98 for the Hawai‘i High Schools, Intermediate and Middle Schools, and Elementary Schools with the Highest Percentages of Department of Defense Dependents Enrolled

The Hawai‘i State Department of Education makes every public school's *School Status and Improvement Report* available as a downloadable file via the Internet at the Assessment Resource Center Hawai‘i (ARCH) Web site as a link under the heading School Evaluation: <http://arch.k12.hi.us/>.

Fall 1998
Comprehensive Assessment and Accountability System
School Year 1997-98

Admiral Arthur W.

Radford

High School Grades 9-12

School Status and Improvement Report

Content

Focus on School p. 1
School Description p. 1
Context: School Setting p. 2
- Student Profile
- Community
Process: School p. 3
Process: School p. 4
- Certified
- Facilities
Outcomes: Vital Signs pp. 5-6
- Effective School
- Student Conduct
- Statewide
- School

School Address:

Radford High School
4361 Salt Lake Blvd.
Honolulu, HI 96818

Focus On School

To improve the quality of public schooling and the educational opportunities it affords to Hawai`i's children, we must have regular, understandable accounts of our schools' progress. This *School Status and Improvement Report* has been prepared as part of the Department's Comprehensive Assessment and Accountability System, and in accordance with **§302A-1004**, Hawai`i Revised Statutes, which requires systematic reports to the people about the performance of schools, individually and collectively.

This report includes a description of the school and provides information on the **context**, **process**, and **outcomes** of education at the school for the 1997-98 school year. **Context** information includes a profiling of the student population and school community. **Process** information describes the school's priorities, plans, and action for improvement and indicates the school's staffing levels and the quality and adequacy of facilities. **Outcome** information includes data on effective school practices, attendance, suspensions, standardized test results, and school completion (for high schools).

This report complements ***The Superintendent's Annual Report on School Performance and Improvement in Hawai`i***, which analyzes our schools collectively and in comparison to those of other states. Together, individual school reports and the summary *Superintendent's Report* describe our schools to help us judge them against our evolving State and national standards for school and school system performance.

School Description

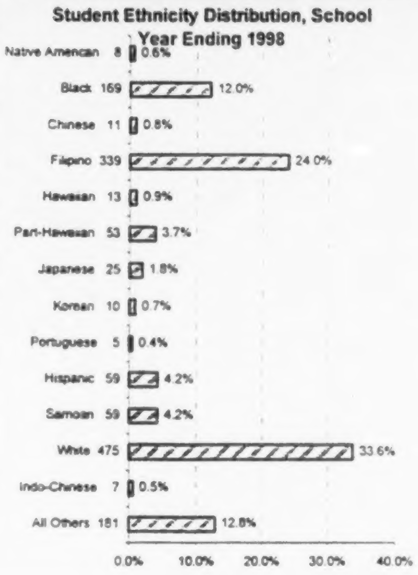
Admiral Arthur W. Radford High School, a comprehensive grade 9-12 school, is located in a highly transient community approximately one mile from Pearl Harbor and serves the areas from Hickam Air Force Base, Pearl Harbor, Crosspointe, and parts of Aliamanu. About 77% of the students are federally connected, with 75% being military dependents. Consequently, the school experiences a yearly transiency rate of about a third of its student population. Radford's curricular offering, which includes an International Learning Center and the NJROTC Program is designed to meet the needs and interests of all students as they prepare for their future. Over the years Radford's students have been recipients of various scholarships and awards including the Presidential Scholar, National Merit, Sterling Scholar, Century II Leader, and all military service academies. Radford was accredited in 1993 by the Western Association of Schools and Colleges for a term of six years.

BEST COPY AVAILABLE

Context: School Setting

Student Profile

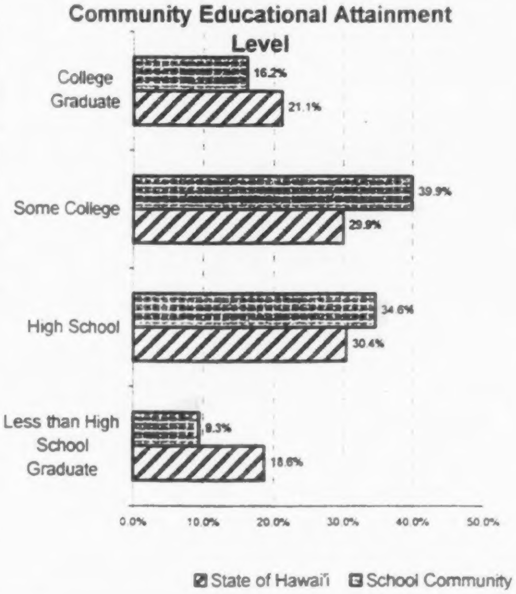
School year ending	*1996*	*1997*	*1998*
Fall enrollment	1403	1441	1404
Number and percent of students enrolled for the entire school year	1295 92.3%	1293 89.7%	1361 96.9%
Number and percent of students receiving free or reduced-cost lunch	265 18.9%	219 15.2%	234 16.7%
Number and percent of students in Special Education programs	73 5.2%	55 3.8%	67 4.8%
Number and percent of students with limited English proficiency	68 4.8%	78 5.4%	77 5.5%



Community Profile *Based on the 1990 U.S. Census*

	School Community	State of Hawai'i
Average family size	3.0	3.6
Percent of households with school age children (4-19)	44.3%	31.8%
Median household income	$33,071	$38,829
Per capita income	$11,705	$15,770
Percent of households with Public Assistance income	3.7%	6.8%
Percent of children (3-19 years) below poverty level	4.1%	11.6%
Percent of children (4-19 years) who are at-risk*	0.3%	2.1%

*Children 4 to 19 years of age, who are not high school graduates, living with mother who is not a high school graduate, is single, divorced or separated, and is below the poverty level.



BEST COPY AVAILABLE

Process: School Priorities

Information about a school's performance is most useful if schoolwide priorities are first identified. This rank ordering of school improvement goals provides a concise and clear sketch of this school's School Improvement Plans over the past three years. A description of school improvement priorities and activities during the school year just completed is given below.

School Year Ending 1996	#1	Educational Technology
	#2	School Curriculum
	#3	Staff Development
School Year Ending 1997	#1	Accreditation
	#2	School to Work
	#3	Educational Technology
School Year Ending 1998	#1	Accreditation
	#2	School to Work
	#3	Special Education Inclusion

Priority 1: *Accreditation*

Radford's self study using the Focus on Learning process for accreditation in 1999 if ongoing as a school improvement emphasis. The school community has generated and collaboratively refined the Expected Schoolwide Learning Results (ESLRs). Each program area conducted its own mini-study to determine which ESLRs are now being addressed/taught and assessed. Also considered where plans/activities that may be undertaken to include the ESLRs not covered in a particular course. Other FOL activities involved the gathering of student perspective via a comprehensive survey of programs, services, and facilities, and visiting classrooms to gather observational "snapshots" of the ESLRs in action. Examination of student work provided faculty in various departments further opportunities for data gathering, dialogue, sharing and analysis of evidence to discern departmental strengths, needs, and growth areas in terms of the ELSRs. The five Focus Groups met regularly to gather/discuss data relative to the Accrediting Association's criteria for Organization, Curriculum, Support, and Resources. Schoolwide action plans will be formulated in the Fall.

Priority 2: *School to Work*

As Arts and Communication was the top choice among the pathways selected by students via a survey, an integrated project-based Language Arts and Graphic Communications course was offered this year. Other School-to-Career initiatives included a flourishing Hydroponics project undertaken by the Special Motivation class and VICA students. In addition to gaining knowledge of agriscience, math and marketing, growing produce in a non-traditional way provided "hands-on" learning. Special Motivation classes have also initiated "Da Store" which sells tee shirts and caps bearing the school logo. Additionally, to prepare for their expanded role in STC projects, counselors and the principal visited 7 school sites in Washington and Oregon that have exemplary practices in place. A direct result of the visitations will be the one-day Freshman Orientation prior to the first day of school. A Career Shadowing component will also be included in the Guidance/Counseling program. The new STC Coordinator will continue the services of the Discovery Center in addition to coordinating the Career Fair, and working with other schools in the Complex on STC initiatives.

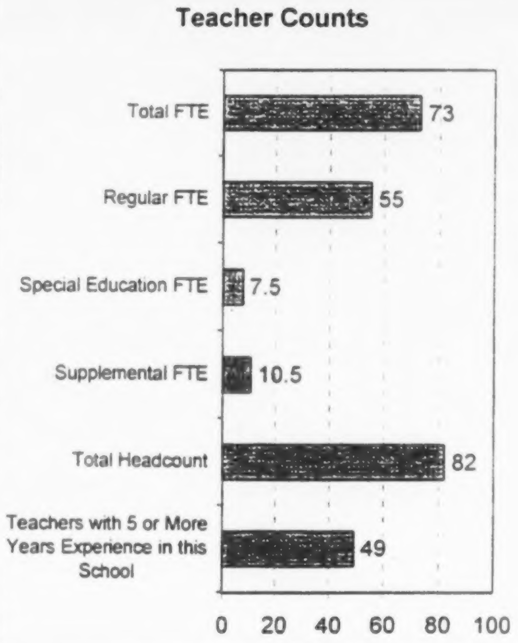
Priority 3: *Special Education Inclusion*

After selecting and inservicing the teachers participating in this project during the third quarter, Special Education Inclusion was implemented at the start of the forth quarter. Seven regular education teachers—1 in social studies, 1 in English, 2 in math, and 3 in business ed each co-taught with a special education teacher in a shared classroom setting to meet the needs of all of the students. Although the subject area teacher was the lead instructor, the special ed teacher provided supplementary instruction, often working with small groups or individuals and addressing different learning styles. For the special ed students inclusion provided opportunities to grow and to learn in the least restrictive environment. Overall, improved student grades and attitude as well as a positive working

Process: School Resources

Certified Staff *School year ending 1998*

Teaching Staff	
Total Full-Time Equivalent (FTE)	73.0
Regular Instruction, FTE	55.0
Special Education, FTE	7.5
Supplemental Instruction, FTE	10.5
Total number of persons assigned to teaching.	82
Teachers with 5 or more years experience in this school	49
Teachers' average years of experience	12.8
Students per Teaching Staff Member	
Regular Instruction	20.4
Special Education	8.9
Administrative and Student Services Staff	
Administration*, FTE	6.0
Librarians, FTE	2.0
Counselors, FTE	6.0
Number of principals at this school in the last five years	2


Teacher Counts

* Administration includes Principals, Vice-Principals, Student Activity Coordinators, Registrars, and Athletic Directors

Facilities *School year ending 1998*

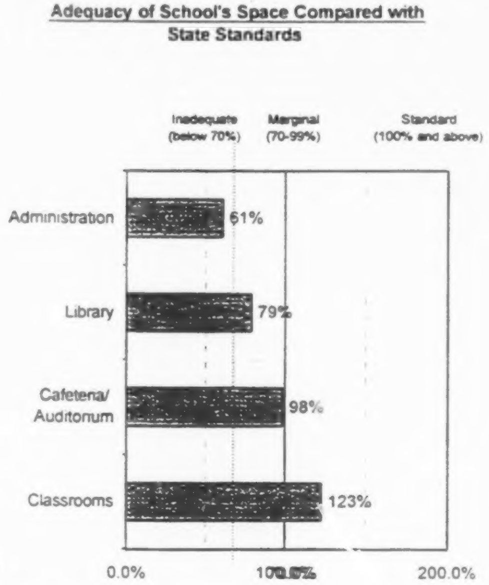
Classrooms available	79
Number of classrooms short (-) or over (+)	2

School facilities inspection results

	Score 1	Score 2	Score 3
Grounds		2	
Building exterior		2	
Building interior		2	
Equipment/Furnishings		2	
Health/Safety		2	
Sanitation		2	
Total		12	

For each category
1 = Unacceptable; 2 = Satisfactory; 3 = Very Good

For Total:
6-8 = Unacceptable; 9-15 = Satisfactory; 16-18 = Very Good

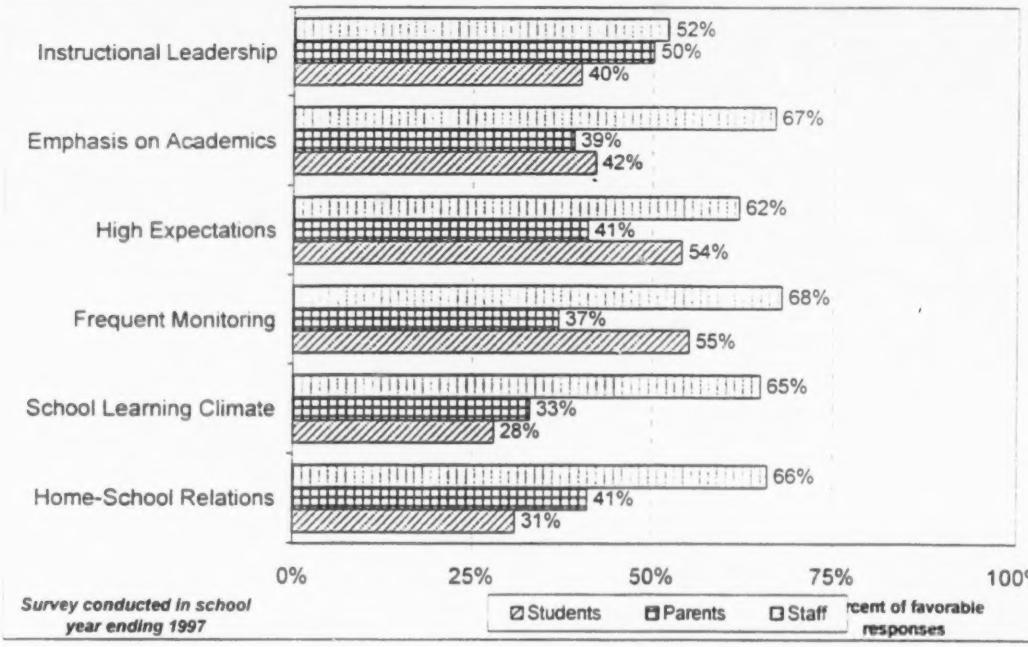

Adequacy of School's Space Compared with State Standards

BEST COPY AVAILABLE

Outcomes: Vital Signs

Effective School Practices

Effective Schools Survey



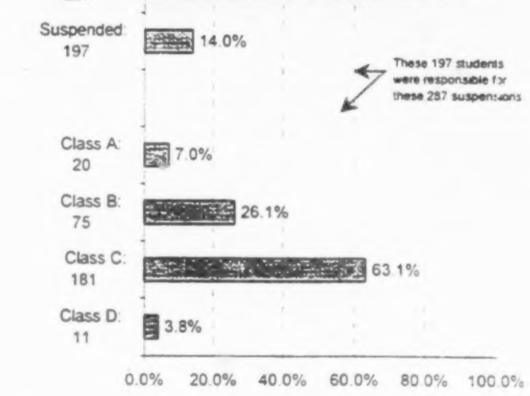
Survey conducted in school year ending 1997

Student Conduct

Attendance and Absences

	School Year			State Standard
	1995-96	1996-97	1997-98	
Average Daily Attendance: % (higher is better)	94.9%	95.0%	91.5%	95.0%
Average Daily Absences: in days (lower is better)	9	8.8	15	9

School Suspensions, School Year Ending 1998



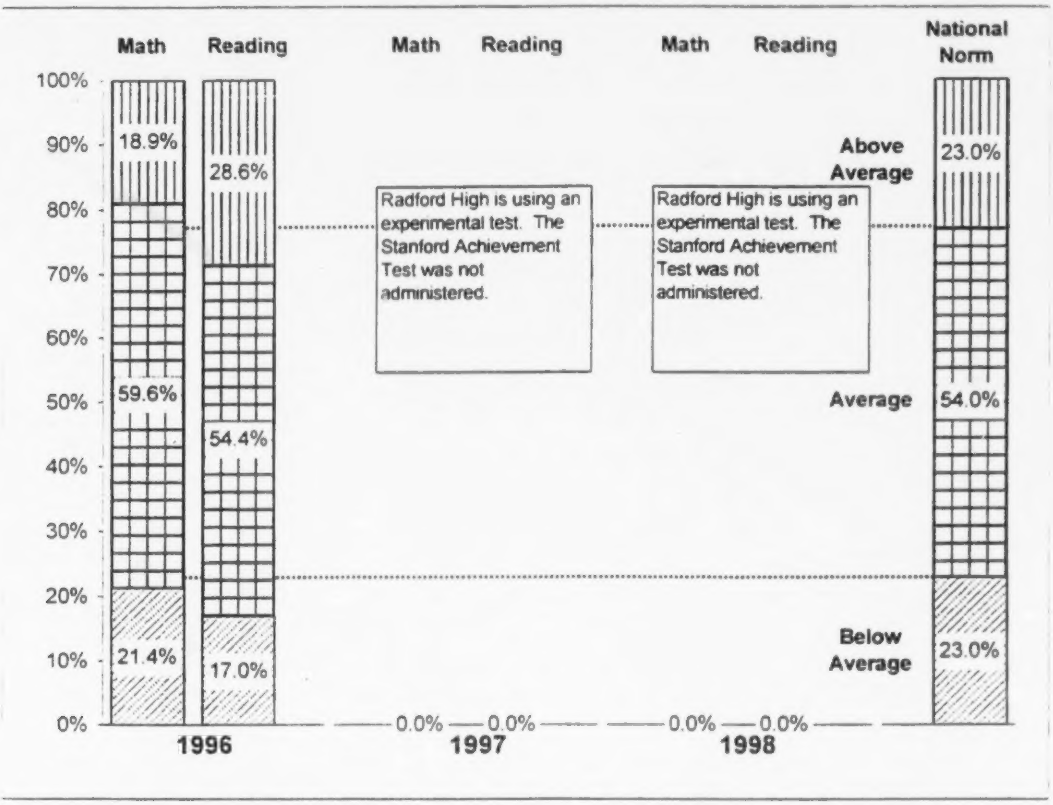
Examples of class of suspension	Class A: Burglary, robbery, sale of dangerous drugs Class B: Disorderly conduct, trespassing Class C: Class cutting, insubordination, smoking Class D: Contraband (e.g. possession of tobacco)

BEST COPY AVAILABLE

Outcomes: Vital Signs

Statewide Testing

Stanford Achievement Test Results: Grade 10



Radford High is using an experimental test. The Stanford Achievement Test was not administered.

Radford High is using an experimental test. The Stanford Achievement Test was not administered.

School Completion

Prior to 1996, graduation from Hawai`i public schools required successful completion of course and credit requirements and demonstration of mastery of 15 competencies through certification on the Hawai`i State Test of Essential Competencies (HSTEC). Beginning with the Class of 1997, all graduating seniors must demonstrate mastery of 16 competencies through HSTEC.

Graduates and Completers	1995-96	1996-97	1997-98
Number of Seniors	251	257	277
Diploma graduates	92.8%	92.6%	92.1%
Certificate of Course Completion	5.2%	4.7%	4.0%
Individually Prescribed Program	0.4%	1.6%	1.4%
Total school completers	98.4%	98.8%	97.5%

Hawaii State Test of Essential Competencies

School Year	Seniors Passing HSTEC Number	Percent
1995-96	236	94.0%
1996-97	239	93.0%
1997-98	255	92.1%

Fall 1998
Comprehensive Assessment and Accountability System
School Year 1997-98

Leilehua

High School Grades 9-12

School Status and Improvement Report

Content

Focus on School p. 1
School Description p. 1
Context: School Setting p. 2
- Student Profile
- Community

Process: School p. 3
Process: School p. 4
- Certified
- Facilities

Outcomes: Vital Signs pp. 5-6
- Effective School
- Student Conduct
- Statewide
- School

School Address:

Leilehua High School
1515 California Avenue
Wahiawa, HI 96786

Focus On School

To improve the quality of public schooling and the educational opportunities it affords to Hawai`i's children, we must have regular, understandable accounts of our schools' progress. This *School Status and Improvement Report* has been prepared as part of the Department's Comprehensive Assessment and Accountability System, and in accordance with **§302A-1004**, Hawai`i Revised Statutes, which requires systematic reports to the people about the performance of schools, individually and collectively.

This report includes a description of the school and provides information on the **context**, **process**, and **outcomes** of education at the school for the 1997-98 school year. **Context** information includes a profiling of the student population and school community. **Process** information describes the school's priorities, plans, and action for improvement and indicates the school's staffing levels and the quality and adequacy of facilities. **Outcome** information includes data on effective school practices, attendance, suspensions, standardized test results, and school completion (for high schools).

This report complements ***The Superintendent's Annual Report on School Performance and Improvement in Hawai`i***, which analyzes our schools collectively and in comparison to those of other states. Together, individual school reports and the summary *Superintendent's Report* describe our schools to help us judge them against our evolving State and national standards for school and school system performance.

School Description

Founded in 1924, Leilehua High School is one of six high schools in the Central O`ahu District. Forty-five percent of the student body is military connected. Leilehua serves a diverse ethnic clientele from Schofield Barracks, Wahiawa Naval Communications Station, Wahiawa, Poamoho and Whitmore Village.

The layout of the Leilehua facility is one of openness within well-landscaped grounds in harmony with the plantation roots of the community. Classrooms, while lacking the size and sophistication of newer facilities, are airy and bright. A caring, professional staff provides a comprehensive academic and co-curricular program for a student body noted for their humility, enthusiasm, and commitment to academic excellence.

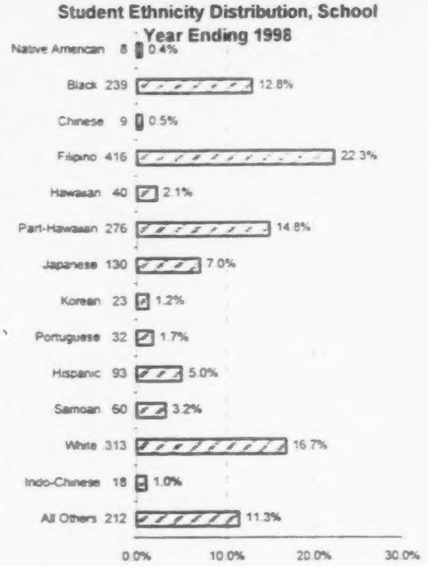
Leilehua High School was accredited in 1996 by the Western Association of Schools & Colleges for a period of six years. Leilehua High School is operating under School/Community-Based Management.

BEST COPY AVAILABLE

Context: School Setting

Student Profile

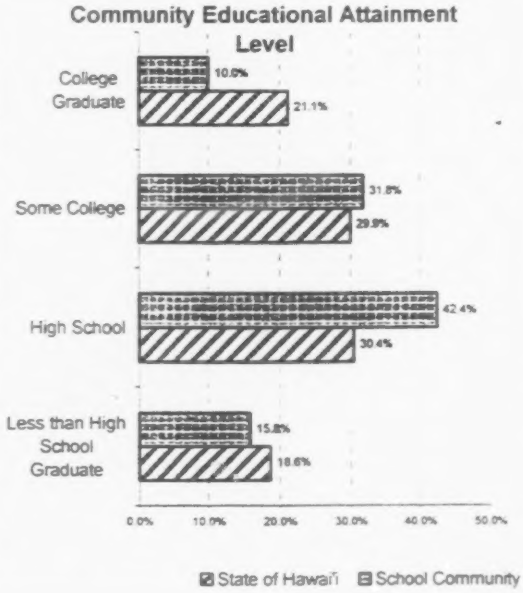
School year ending	*1996*	*1997*	*1998*
Fall enrollment	1771	1792	1890
Number and percent of students enrolled for the entire school year	1448	1508	1645
	81.8%	84.2%	87.0%
Number and percent of students receiving free or reduced-cost lunch	427	406	519
	24.1%	22.7%	27.5%
Number and percent of students in Special Education programs	184	164	194
	10.4%	9.2%	10.3%
Number and percent of students with limited English proficiency	82	91	104
	4.6%	5.1%	5.5%


Student Ethnicity Distribution, School Year Ending 1998

Community Profile *Based on the 1990 U.S. Census*

	School Community	State of Hawai'i
Average family size	2.7	3.6
Percent of households with school age children (4-19)	44.9%	31.8%
Median household income	$30,301	$38,829
Per capita income	$10,849	$15,770
Percent of households with Public Assistance income	9.1%	6.8%
Percent of children (3-19 years) below poverty level	13.6%	11.6%
Percent of children (4-19 years) who are at-risk*	9.1%	2.1%

*Children 4 to 19 years of age, who are not high school graduates, living with mother who is not a high school graduate, is single, divorced or separated, and is below the poverty level.


Community Educational Attainment Level

BEST COPY AVAILABLE

Process: School Priorities

Information about a school's performance is most useful if schoolwide priorities are first identified. This rank ordering of school improvement goals provides a concise and clear sketch of this school's School Improvement Plans over the past three years. A description of school improvement priorities and activities during the school year just completed is given below.

School Year Ending 1996	#1	Accreditation
	#2	Staff Development
	#3	School/Community-Based Management
School Year Ending 1997	#1	Staff Development
	#2	School Curriculum
	#3	Assessment (General)
School Year Ending 1998	#1	School Curriculum
	#2	Staff Development
	#3	Other

Priority 1: *School Curriculum*

The Expected School-Wide Learning Results (ESLRs) have been defined and accepted throughout the school community. These now provide the focus for curriculum development, student learning, and assessment measures. A group of teachers from various departments worked together to create a rubric for the measurement of the ESLRs. The development of Career Pathway Academies continues as a major effort towards curriculum integration to make learning more meaningful and relevant.

Priority 2: *Staff Development*

Staff development has been an ongoing focus. Fundamental to the entire professional learning process is the belief that educators cannot improve high schools without proper preparation to take on new roles and responsibilities. Quality Circles continue to provide all personnel with the opportunity to study, discuss and synthesize new learning. As the entire staff becomes knowledgeable in various areas, important changes in the school's curriculum will mean greater opportunities for academic success for all students.

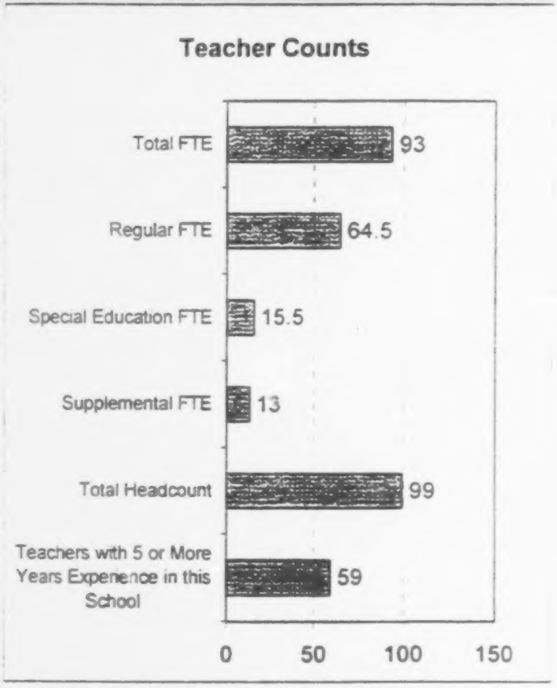
Priority 3: *Ninth Grade Transition Project*

This project was the result of a Title VI Grant involving the entire Freshman class as well as twelve teachers and nine support staff members. A Freshman Orientation was held on the first day of school to better acquaint the ninth-grade students with high- school opportunities and expectations. The Ninth-Grade Transition Project team serve as advisors to the entire Freshman class. They are liaisons for the child and family with school services. The teachers on the team also utilized a Curriculum, Integration and Assessment period to work on curriculum restructuring and integration, as well as to develop innovative instructional activities and authentic assessments. It is hoped that this initiative will result in a more student-centered school, personalized in programs, support services and intellectual rigor.

Process: School Resources

Certified Staff *School year ending 1998*

Teaching Staff	
Total Full-Time Equivalent (FTE)	93.0
Regular Instruction, FTE	64.5
Special Education, FTE	15.5
Supplemental Instruction, FTE	13.0
Total number of persons assigned to teaching,	99
Teachers with 5 or more years experience in this school	59
Teachers' average years of experience	13.4
Students per Teaching Staff Member	
Regular Instruction	21.9
Special Education	12.5
Administrative and Student Services Staff	
Administration*, FTE	7.0
Librarians, FTE	2.0
Counselors, FTE	7.0
Number of principals at this school in the last five years	1



* Administration includes Principals, Vice-Principals, Student Activity Coordinators, Registrars, and Athletic Directors

Facilities *School year ending 1998*

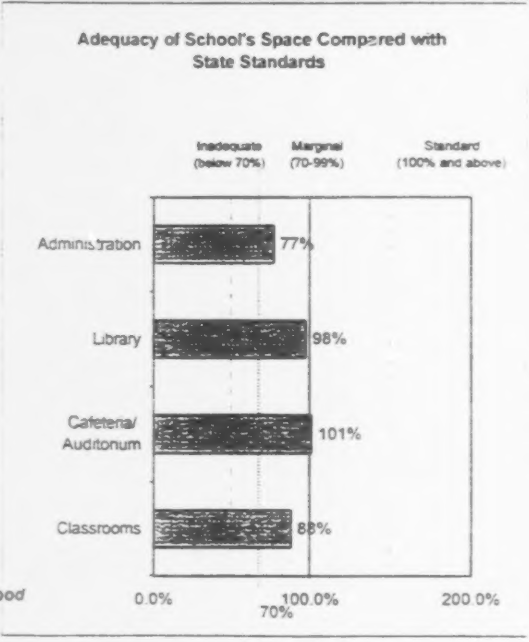
Classrooms available	83
Number of classrooms short (-) or over (+)	-9

School facilities inspection results

Score	1	2	3
Grounds			3
Building exterior		2	
Building interior		2	
Equipment/Furnishings		2	
Health/Safety			3
Sanitation			3
Total		15	

For each category:
1 = Unacceptable, 2 = Satisfactory, 3 = Very Good

For Total:
6-8 = Unacceptable; 9-15 = Satisfactory; 16-18 = Very Good

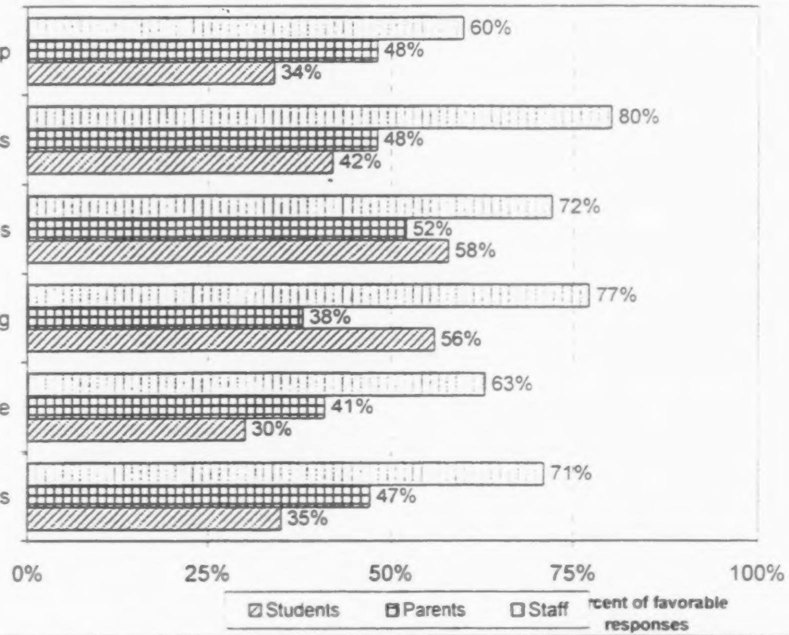


BEST COPY AVAILABLE

Outcomes: Vital Signs

Effective School Practices

Effective Schools Survey



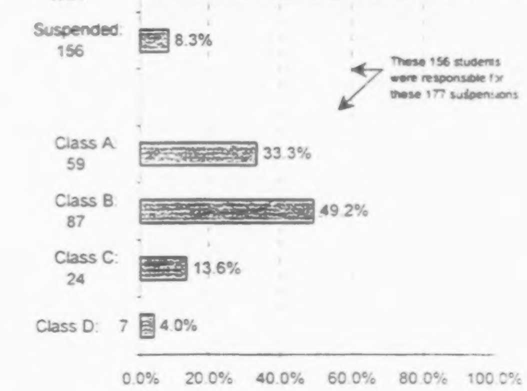
Survey conducted in school year ending 1997

Student Conduct

Attendance and Absences

School Year			*State Standard*
1995-96	1996-97	1997-98	
Average Daily Attendance: % (higher is better)			
90.1%	90.9%	91.2%	95.0%
Average Daily Absences: in days (lower is better)			
17.4	16	15.2	9

School Suspensions, School Year Ending 1998



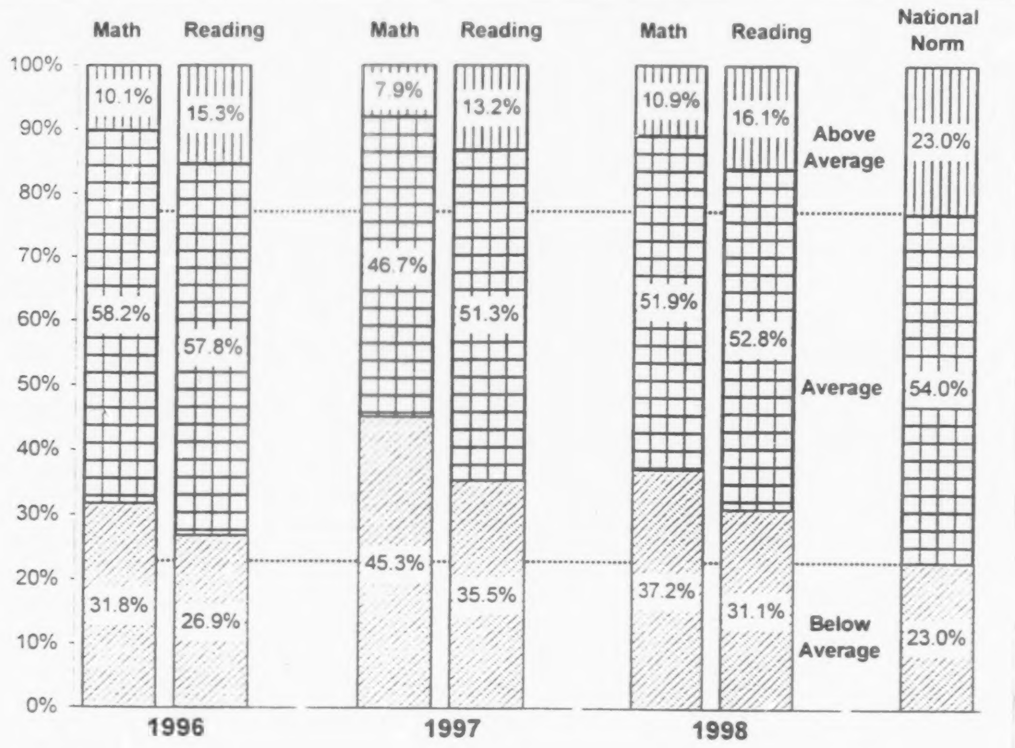
Examples of class of suspension:	
	Class A: Burglary, robbery, sale of dangerous drugs
	Class B: Disorderly conduct, trespassing
	Class C: Class cutting, insubordination, smoking
	Class D: Contraband (e.g. possession of tobacco)

BEST COPY AVAILABLE

Outcomes: Vital Signs

Statewide Testing

Stanford Achievement Test Results: Grade 10



School Completion

Prior to 1996, graduation from Hawai`i public schools required successful completion of course and credit requirements and demonstration of mastery of 15 competencies through certification on the Hawai`i State Test of Essential Competencies (HSTEC). Beginning with the Class of 1997, all graduating seniors must demonstrate mastery of 16 competencies through HSTEC

Graduates and Completers	1995-96	1996-97	1997-98
Number of Seniors	322	306	330
Diploma graduates	96.3%	86.6%	90.0%
Certificate of Course Completion	1.2%	7.5%	3.6%
Individually Prescribed Program	1.9%	2.0%	1.2%
Total school completers	99.4%	96.1%	94.8%

Hawaii State Test of Essential Competencies

School Year	Seniors Passing HSTEC Number	Seniors Passing HSTEC Percent
1995-96	312	96.9%
1996-97	266	86.9%
1997-98	297	90.0%

Fall 1998
Comprehensive Assessment and Accountability System
School Year 1997-98

Kalaheo

High School Grades 9-12

School Status and Improvement Report

Content

Focus on School p. 1
School Description p. 1
Context: School Setting p. 2
- **Student Profile**
- **Community**

Process: School p. 3
Process: School p. 4
- **Certified**
- **Facilities**

Outcomes: Vital Signs pp. 5-6
- **Effective School**
- **Student Conduct**
- **Statewide**
- **School**

School Address:

Kalaheo High School
730 Iliaina Street
Kailua, HI 96734

Focus On School

To improve the quality of public schooling and the educational opportunities it affords to Hawai'i's children, we must have regular, understandable accounts of our schools' progress. This *School Status and Improvement Report* has been prepared as part of the Department's Comprehensive Assessment and Accountability System, and in accordance with **§302A-1004**, Hawai'i Revised Statutes, which requires systematic reports to the people about the performance of schools, individually and collectively.

This report includes a description of the school and provides information on the **context**, **process**, and **outcomes** of education at the school for the 1997-98 school year. **Context** information includes a profiling of the student population and school community. **Process** information describes the school's priorities, plans, and action for improvement and indicates the school's staffing levels and the quality and adequacy of facilities. **Outcome** information includes data on effective school practices, attendance, suspensions, standardized test results, and school completion (for high schools).

This report complements ***The Superintendent's Annual Report on School Performance and Improvement in Hawai'i***, which analyzes our schools collectively and in comparison to those of other states. Together, individual school reports and the summary *Superintendent's Report* describe our schools to help us judge them against our evolving State and national standards for school and school system performance.

School Description

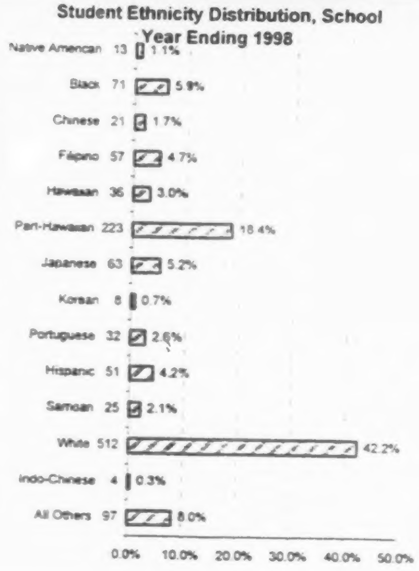
Originally established in 1966 as an intermediate school, Kalaheo became a high school in 1977. It enjoys a reputation for high academic student achievement. The school curriculum offers a wide range of courses, including higher level language arts, math, social studies, and sciences through its gifted and talented and advanced placement courses. Ethnically, the attendance area is comprised of predominantly Caucasian, with smaller groups of Japanese, Hawaiian or part-Hawaiian, and others. Kalaheo High School was accredited in 1998 by the Western Association of Schools & Colleges for a period of six years with a mid-term review and is operating under School/Community-Based Management.

BEST COPY AVAILABLE

Context: School Setting

Student Profile

School year ending	*1996*	*1997*	*1998*
Fall enrollment	1159	1180	1220
Number and percent of students enrolled for the entire school year	1035	1058	1074
	89.3%	89.7%	88.0%
Number and percent of students receiving free or reduced-cost lunch	176	169	170
	15.2%	14.3%	13.9%
Number and percent of students in Special Education programs	78	96	93
	6.7%	8.1%	7.6%
Number and percent of students with limited English proficiency	22	19	18
	1.9%	1.6%	1.5%

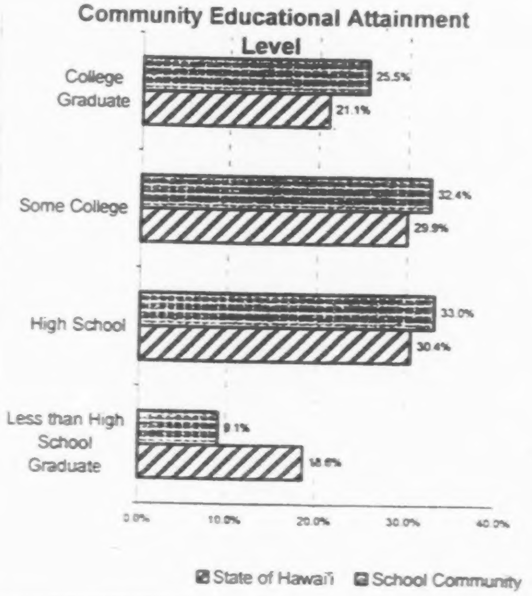


Student Ethnicity Distribution, School Year Ending 1998

Community Profile *Based on the 1990 U.S. Census*

	School Community	State of Hawai'i
Average family size	3.0	3.6
Percent of households with school age children (4-19)	34.1%	31.8%
Median household income	$42,854	$38,829
Per capita income	$16,836	$15,770
Percent of households with Public Assistance income	3.6%	6.8%
Percent of children (3-19 years) below poverty level	5.7%	11.6%
Percent of children (4-19 years) who are at-risk*	2.7%	2.1%

*Children 4 to 19 years of age, who are not high school graduates, living with mother who is not a high school graduate, is single, divorced or separated, and is below the poverty level.



Community Educational Attainment Level

BEST COPY AVAILABLE

Process: School Priorities

Information about a school's performance is most useful if schoolwide priorities are first identified. This rank ordering of school improvement goals provides a concise and clear sketch of this school's School Improvement Plans over the past three years. A description of school improvement priorities and activities during the school year just completed is given below.

School Year Ending 1996	#1	Student Achievement
	#2	School Curriculum
	#3	Educational Technology
School Year Ending 1997	#1	Accreditation
	#2	Hawai‘i Content and Performance Standards (Alignment)
	#3	Educational Technology
School Year Ending 1998	#1	Accreditation
	#2	Student Achievement
	#3	Hawai‘i Content and Performance Standards (Alignment)

Priority 1: *Accreditation*

The Kalaheo faculty and staff revised the drafts of the Accreditation Self-Study reports prepared the previous school year. Activities included meetings among members of the steering committee, process committee, program committee, resource committee, student committee, parent/community committee, and departmental committees.

Priority 2: *Student Achievement*

The Kalaheo faculty launched an action research model focusing on a school-wide writing project. Activities included the faculty development of a student writing rubric and assessment of students at the end of the school year based on the rubric. Results of the student performance based on the writing rubric will be disseminated in the 1998-99 school year.

Priority 3: *Hawaii Content and Performance Standards (Alignment)*

Every teacher reviewed and aligned the Hawaii Content and Performance Standards that related to his/her course(s). Activities included actual review of the entire document by department and standards. Teachers identified which standards they currently addressed in their courses. Departments identified areas of need for curriculum realignment.

Process: School Resources

Certified Staff *School year ending 1998*

Teaching Staff

Total Full-Time Equivalent (FTE)	68.0
Regular Instruction, FTE	47.0
Special Education, FTE	10.0
Supplemental Instruction, FTE	11.0
Total number of persons assigned to teaching.	80
Teachers with 5 or more years experience in this school	55
Teachers' average years of experience	13.8

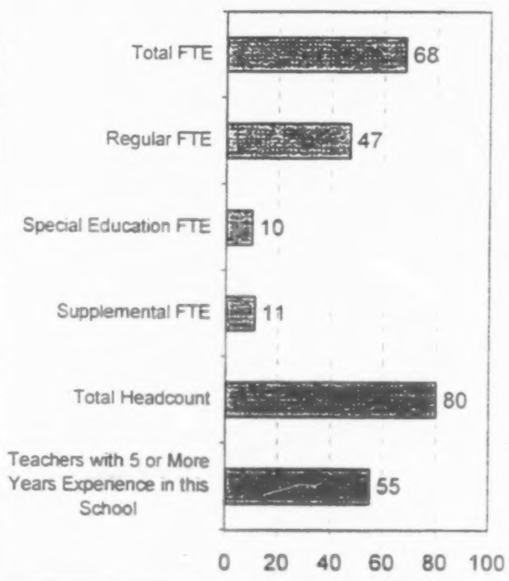
Students per Teaching Staff Member

Regular Instruction	19.4
Special Education	9.3

Administrative and Student Services Staff

Administration*, FTE	7.0
Librarians, FTE	2.0
Counselors, FTE	4.0
Number of principals at this school in the last five years	4

Teacher Counts



* Administration includes Principals, Vice-Principals, Student Activity Coordinators, Registrars, and Athletic Directors

Facilities *School year ending 1998*

Classrooms available	58
Number of classrooms short (-) or over (+)	0

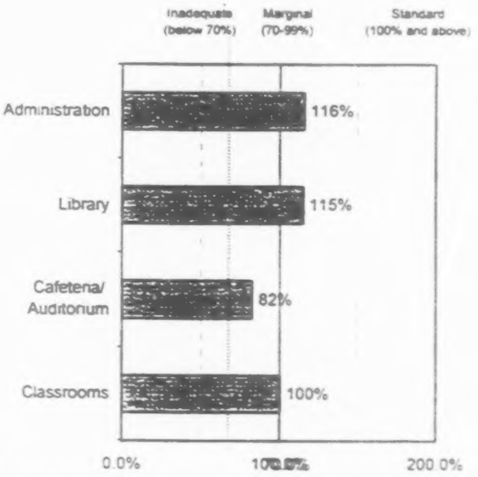
School facilities inspection results

	Score 1	Score 2	Score 3
Grounds		2	
Building exterior		2	
Building interior	1		
Equipment/Furnishings		2	
Health/Safety	1		
Sanitation	1		
Total		9	

For each category:
1 = Unacceptable; 2 = Satisfactory; 3 = Very Good

For Total:
6-8 = Unacceptable; 9-15 = Satisfactory; 16-18 = Very Good

Adequacy of School's Space Compared with State Standards

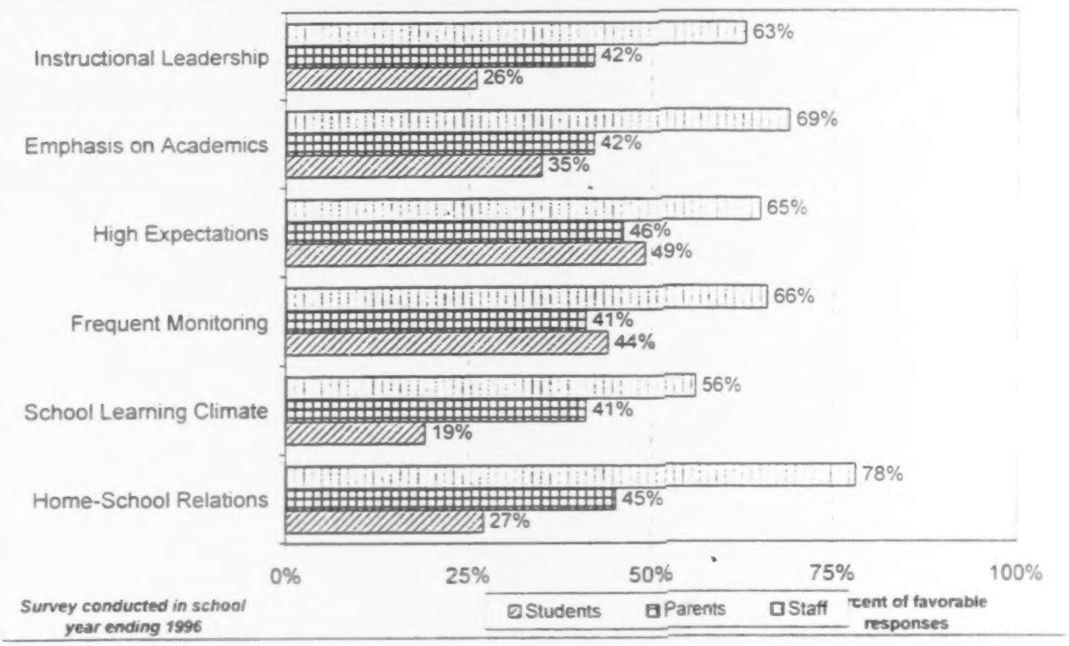


BEST COPY AVAILABLE

Outcomes: Vital Signs

Effective School Practices

Effective Schools Survey



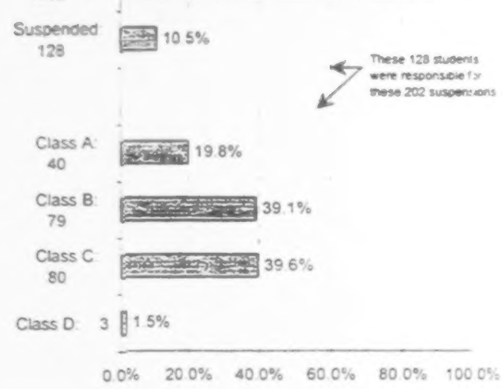
Survey conducted in school year ending 1996

Student Conduct

Attendance and Absences

School Year 1995-96	1996-97	1997-98	*State Standard*
Average Daily Attendance: % (higher is better)			
88.4%	89.6%	91.3%	95.0%
Average Daily Absences: in days (lower is better)			
20.4	18.2	15.1	9

School Suspensions, School Year Ending 1998



These 128 students were responsible for these 202 suspensions

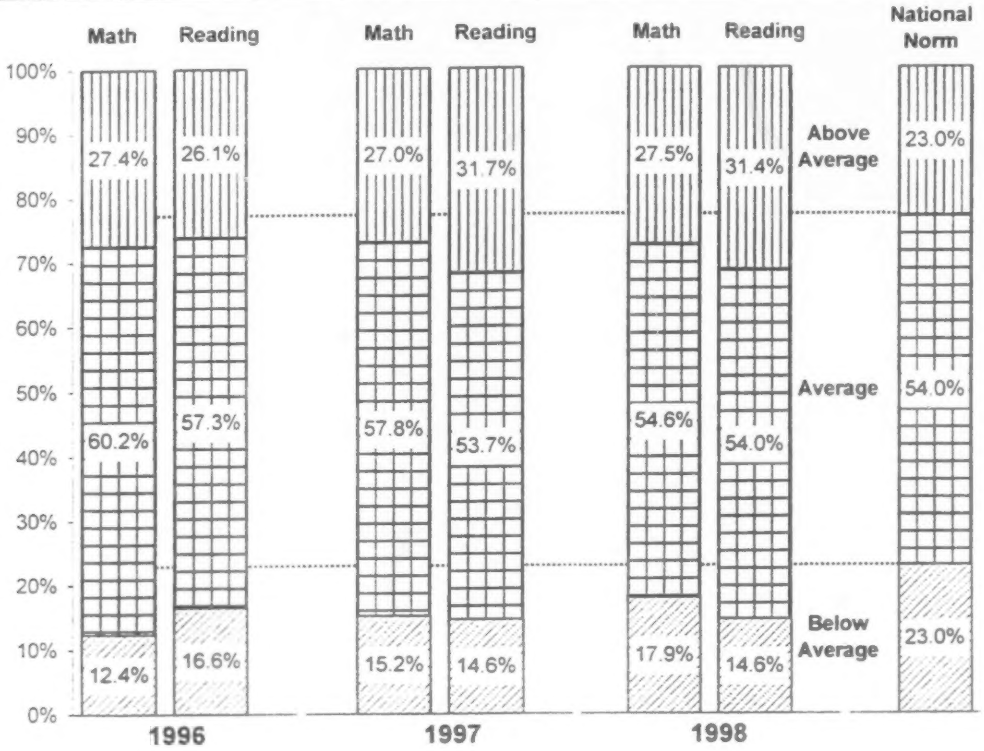
Examples of class of suspension	
	Class A: Burglary, robbery, sale of dangerous drugs
	Class B: Disorderly conduct, trespassing
	Class C: Class cutting, insubordination, smoking
	Class D: Contraband (e.g. possession of tobacco)

BEST COPY AVAILABLE

Outcomes: Vital Signs

Statewide Testing

Stanford Achievement Test Results: Grade 10



School Completion

Prior to 1996, graduation from Hawai`i public schools required successful completion of course and credit requirements and demonstration of mastery of 15 competencies through certification on the Hawai`i State Test of Essential Competencies (HSTEC). Beginning with the Class of 1997, all graduating seniors must demonstrate mastery of 16 competencies through HSTEC.

Graduates and Completers	1995-96	1996-97	1997-98
Number of Seniors	224	221	194
Diploma graduates	91.1%	91.0%	88.1%
Certificate of Course Completion	1.3%	1.4%	3.6%
Individually Prescribed Program	0.4%	0.0%	0.0%
Total school completers	92.9%	92.3%	91.8%

Hawaii State Test of Essential Competencies

School Year	Seniors Passing HSTEC Number	Seniors Passing HSTEC Percent
1995-96	220	98.2%
1996-97	203	91.9%
1997-98	171	88.1%

BEST COPY AVAILABLE

Fall 1998
Comprehensive Assessment and Accountability System
School Year 1997-98

Moanalua

High School Grades 9-12

School Status and Improvement Report

Content

Focus on School p. 1
School Description p. 1
Context: School Setting p. 2
- **Student Profile**
- **Community**

Process: School p. 3
Process: School p. 4
- **Certified**
- **Facilities**

Outcomes: Vital Signs pp. 5-6
- **Effective School**
- **Student Conduct**
- **Statewide**
- **School**

School Address:

Moanalua High School
2825 Ala Ilima Street
Honolulu, HI 96818

Focus On School

To improve the quality of public schooling and the educational opportunities it affords to Hawai'i's children, we must have regular, understandable accounts of our schools' progress. This *School Status and Improvement Report* has been prepared as part of the Department's Comprehensive Assessment and Accountability System, and in accordance with **§302A-1004**, Hawai'i Revised Statutes, which requires systematic reports to the people about the performance of schools, individually and collectively.

This report includes a description of the school and provides information on the **context, process**, and **outcomes** of education at the school for the 1997-98 school year. **Context** information includes a profiling of the student population and school community. **Process** information describes the school's priorities, plans, and action for improvement and indicates the school's staffing levels and the quality and adequacy of facilities. **Outcome** information includes data on effective school practices, attendance, suspensions, standardized test results, and school completion (for high schools).

This report complements ***The Superintendent's Annual Report on School Performance and Improvement in Hawai'i***, which analyzes our schools collectively and in comparison to those of other states. Together, individual school reports and the summary *Superintendent's Report* describe our schools to help us judge them against our evolving State and national standards for school and school system performance.

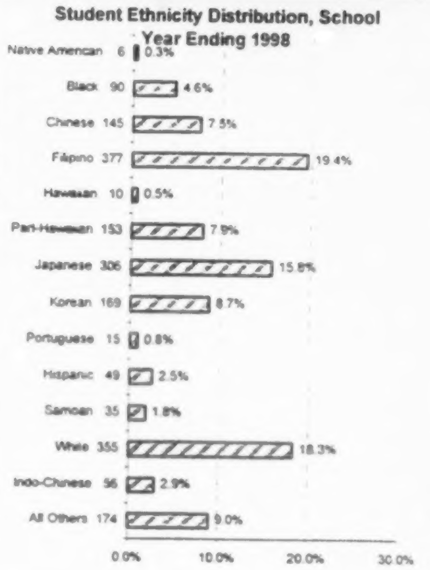
School Description

Moanalua High School was established in 1972 and graduated its first class in 1975. It is located on the fringe of metropolitan Honolulu on the rim of Salt Lake crater. It serves approximately 2,000 students on a campus of 30 acres, with 80 classrooms. Its students include a large percentage of Asians, with smaller proportions of Caucasians, Hawaiians, Samoans, Filipinos, Hispanics, and African-Americans. The school has a comprehensive curriculum, with college-preparatory, vocational, remedial, and advanced course offerings. Since January 1993, the school has been engaged in restructuring to update its curriculum and instruction. Moanalua High School was accredited in 1994 by the Western Association of Schools & Colleges for a period of six years. Moanalua High School is operating under School/Community-Based Management.

Context: School Setting

Student Profile

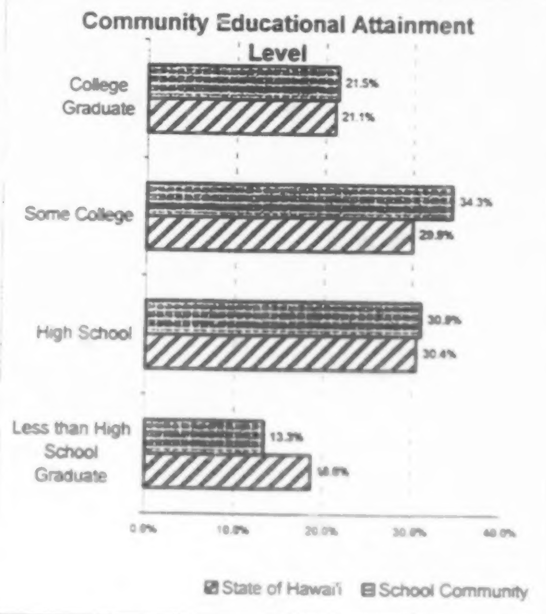
School year ending	*1996*	*1997*	*1998*
Fall enrollment	2018	1974	1939
Number and percent of students enrolled for the entire school year	1838 91.1%	1818 92.1%	1854 95.6%
Number and percent of students receiving free or reduced-cost lunch	166 8.2%	175 8.9%	241 12.4%
Number and percent of students in Special Education programs	107 5.3%	76 3.9%	79 4.1%
Number and percent of students with limited English proficiency	134 6.6%	145 7.3%	114 5.9%



Community Profile *Based on the 1990 U.S. Census*

	School Community	State of Hawai'i
Average family size	2.9	3.6
Percent of households with school age children (4-19)	35.5%	31.8%
Median household income	$38,427	$38,829
Per capita income	$15,870	$15,770
Percent of households with Public Assistance income	2.9%	6.8%
Percent of children (3-19 years) below poverty level	6.3%	11.6%
Percent of children (4-19 years) who are at-risk*	5.0%	2.1%

*Children 4 to 19 years of age, who are not high school graduates, living with mother who is not a high school graduate, is single, divorced or separated, and is below the poverty level



BEST COPY AVAILABLE

Process: School Priorities

Information about a school's performance is most useful if schoolwide priorities are first identified. This rank ordering of school improvement goals provides a concise and clear sketch of this school's School Improvement Plans over the past three years. A description of school improvement priorities and activities during the school year just completed is given below.

School Year Ending 1996	#1	School Curriculum
	#2	Staff Development
	#3	Educational Technology
School Year Ending 1997	#1	School Restructuring
	#2	School to Work
	#3	School Curriculum
School Year Ending 1998	#1	School Restructuring
	#2	School to Work
	#3	School Curriculum

Priority 1: *School Restructuring*

Since January 1993, the school began a total systemic restructuring which centered around three major components: curriculum, staff development and systems (bell schedule, calendar year, differentiated start/end times).

Included in these components are curriculum assessment; alignment of courses with performance standards, developing new, more relevant courses, multiple assessment, exit outcomes, master teacher development; teacher training strategies, leadership training of department heads, technology inservice of staff and students, development of SIS system schoolwide and a variable bell schedule and calendar year to accommodate a restructured curriculum. The process continued for four years. In 1996-97, a School Improvement Plan is being developed using the Focus on Learning Accreditation Model. Inclusive in the structure are all the components developed in the four-year process by all groups.

Priority 2: *School to Work (Career)*

The School to Career concept was adopted by the school in 1995-96, and serves as the overall umbrella to the total school plan. We have also been aligning this concept K-12.

One teacher serves as the School to Career Coordinator. A counselor serves as the programs coordinator for the Comprehensive Guidance and Counseling Program. MoHS developed the schools model in 1996-97 based on our school's needs and goals. The SIP reflects the total school restructured plan with School to Career inserviced in all courses and programs. In school year 1997-98, the Comprehensive Action Plan (CAPS) will be piloted with grade 9.

Priority 3: *School Curriculum*

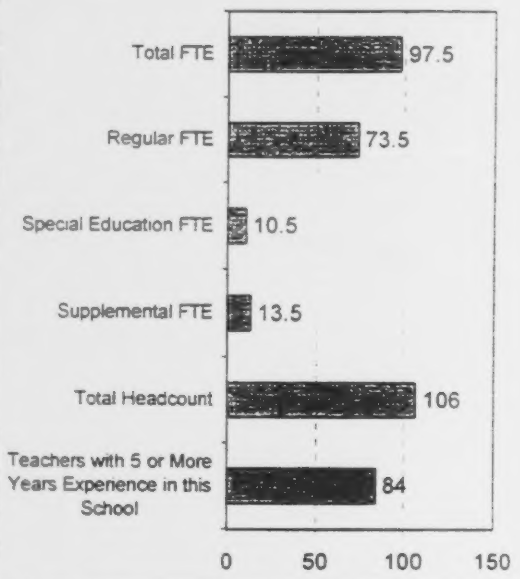
Although outlined in Priority 1 above, curriculum involves all school programs and courses. Ten regular education classes, one Special Education, one CSAP, and four Career Awareness, Technology, Computer Literacy, Basic Computer technical training, have emerged as new/integrated on priority training courses. Teachers selected the courses based on student choice and need, they choose their own partners, wrote the course description and determined planning time need. Budget was kept at a minimum. These courses will all be piloted in school year 1997-98. A variable schedule will be determined in September/October 1997 for the 1998-99 school year.

Process: School Resources

Certified Staff *School year ending 1998*

Teaching Staff	
Total Full-Time Equivalent (FTE)	97.5
Regular Instruction, FTE	73.5
Special Education, FTE	10.5
Supplemental Instruction, FTE	13.5
Total number of persons assigned to teaching	106
Teachers with 5 or more years experience in this school	84
Teachers' average years of experience	12.1
Students per Teaching Staff Member	
Regular Instruction	21.4
Special Education	7.5
Administrative and Student Services Staff	
Administration*, FTE	7.0
Librarians, FTE	2.0
Counselors, FTE	7.0
Number of principals at this school in the last five years	2

Teacher Counts



* Administration includes Principals, Vice-Principals, Student Activity Coordinators, Registrars, and Athletic Directors

Facilities *School year ending 1998*

Classrooms available	82
Number of classrooms short (-) or over (+)	-10

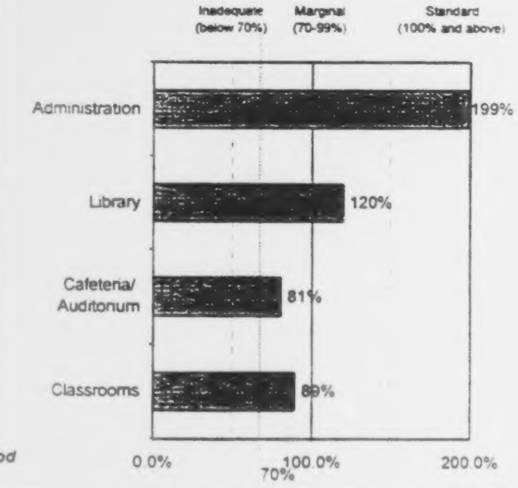
School facilities inspection results

	Score		
	1	2	3
Grounds			3
Building exterior		2	
Building interior			3
Equipment/Furnishings			3
Health/Safety			3
Sanitation			3
Total		17	

For each category:
1 = Unacceptable; 2 = Satisfactory; 3 = Very Good

For Total:
6-8 = Unacceptable; 9-15 = Satisfactory; 16-18 = Very Good

Adequacy of School's Space Compared with State Standards

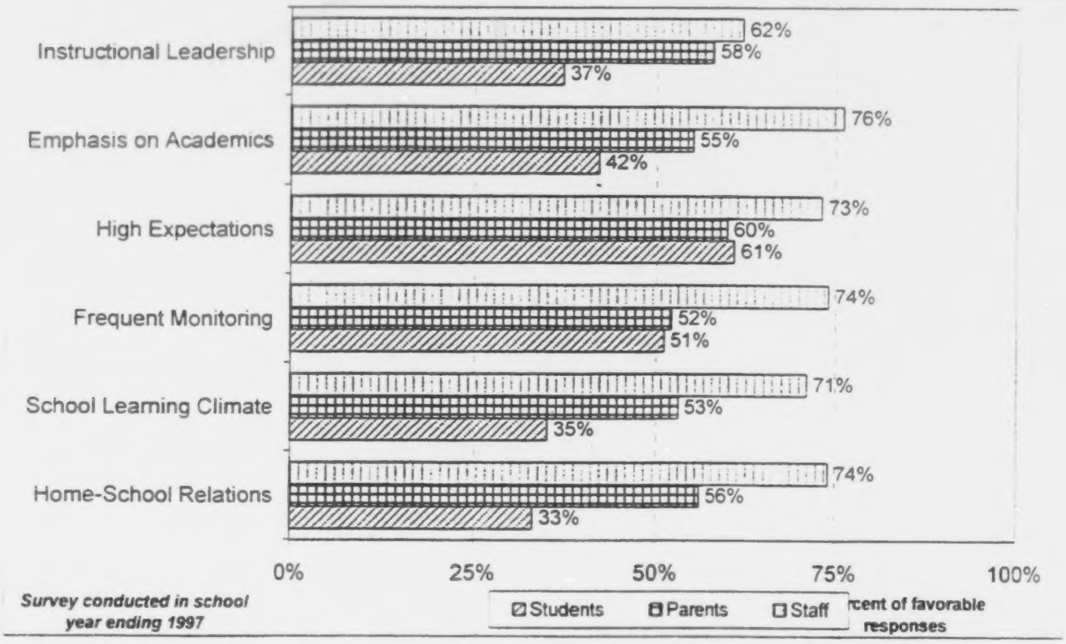


BEST COPY AVAILABLE

Outcomes: Vital Signs

Effective School Practices

Effective Schools Survey



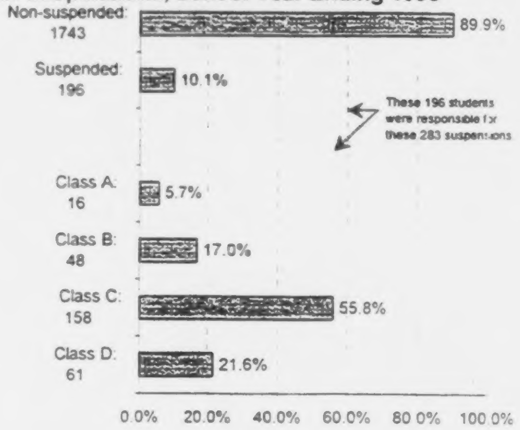
Survey conducted in school year ending 1997

Student Conduct

Attendance and Absences

School Year	1995-96	1996-97	1997-98	State Standard
Average Daily Attendance: % (higher is better)	89.9%	93.7%	94.5%	95.0%
Average Daily Absences: in days (lower is better)	17	10.7	9.7	9

School Suspensions, School Year Ending 1998



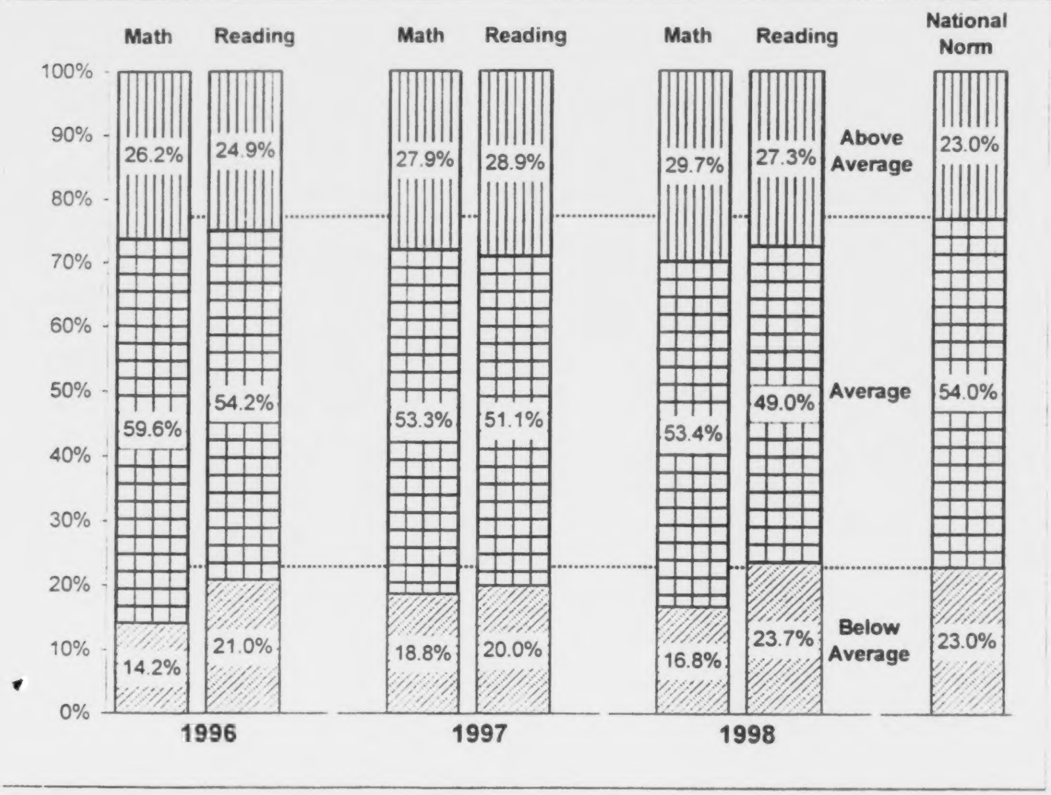
Examples of class of suspension	
	Class A: Burglary, robbery, sale of dangerous drugs
	Class B: Disorderly conduct, trespassing
	Class C: Class cutting, insubordination, smoking
	Class D: Contraband (e.g. possession of tobacco)

BEST COPY AVAILABLE

Outcomes: Vital Signs

Statewide Testing

Stanford Achievement Test Results: Grade 10



School Completion

Prior to 1996, graduation from Hawai`i public schools required successful completion of course and credit requirements and demonstration of mastery of 15 competencies through certification on the Hawai`i State Test of Essential Competencies (HSTEC). Beginning with the Class of 1997, all graduating seniors must demonstrate mastery of 16 competencies through HSTEC

Graduates and Completers	1995-96	1996-97	1997-98
Number of Seniors	435	432	513
Diploma graduates	94.0%	94.0%	93.6%
Certificate of Course Completion	3.0%	2.8%	3.5%
Individually Prescribed Program	1.4%	0.9%	1.0%
Total school completers	98.4%	97.7%	98.1%

Hawaii State Test of Essential Competencies

School Year	Seniors Passing HSTEC Number	Seniors Passing HSTEC Percent
1995-96	416	95.6%
1996-97	406	94.0%
1997-98	481	93.8%

Fall 1998
Comprehensive Assessment and Accountability System
School Year 1997-98

James
Campbell
High School Grades 9-12

School Status and Improvement Report

Content

Focus on School p. 1

School Description p. 1

Context: School Setting p. 2
- **Student Profile**
- **Community**

Process: School p. 3

Process: School p. 4
- **Certified**
- **Facilities**

Outcomes: Vital Signs pp. 5-6
- **Effective School**
- **Student Conduct**
- **Statewide**
- **School**

School Address:

Campbell High School
91-980 North Road
'Ewa Beach, HI 96706

Focus On School

To improve the quality of public schooling and the educational opportunities it affords to Hawai'i's children, we must have regular, understandable accounts of our schools' progress. This *School Status and Improvement Report* has been prepared as part of the Department's Comprehensive Assessment and Accountability System, and in accordance with **§302A-1004**, Hawai'i Revised Statutes, which requires systematic reports to the people about the performance of schools, individually and collectively.

This report includes a description of the school and provides information on the **context, process,** and **outcomes** of education at the school for the 1997-98 school year. **Context** information includes a profiling of the student population and school community. **Process** information describes the school's priorities, plans, and action for improvement and indicates the school's staffing levels and the quality and adequacy of facilities. **Outcome** information includes data on effective school practices, attendance, suspensions, standardized test results, and school completion (for high schools).

This report complements ***The Superintendent's Annual Report on School Performance and Improvement in Hawai'i***, which analyzes our schools collectively and in comparison to those of other states. Together, individual school reports and the summary *Superintendent's Report* describe our schools to help us judge them against our evolving State and national standards for school and school system performance.

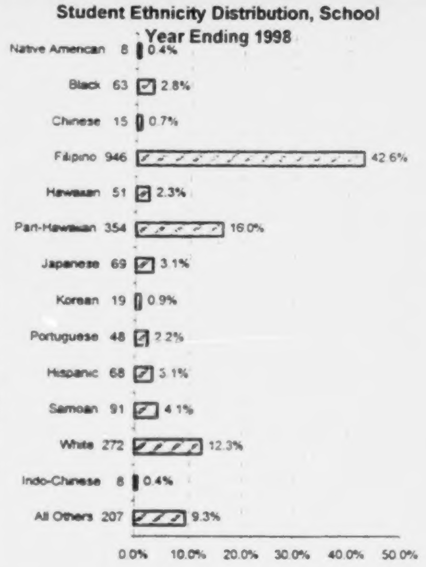
School Description

James Campbell High School in 'Ewa Beach serves seven rural and two military communities in that area. The school includes 11 major buildings and an athletic complex on 38 acres. It offers comprehensive programs in vocational, technical, academic and special education. The student population is ethnically diverse and includes Filipinos, Caucasians, part-Hawaiians, Japanese, Hispanics, Indo-Chinese, Samoans, and African-Americans. James Campbell High School was accredited in 1995 by the Western Association of Schools & Colleges for a period of six years with a mid-term review.

Context: School Setting

Student Profile

School year ending	*1996*	*1997*	*1998*
Fall enrollment	1961	2022	2210
Number and percent of students enrolled for the entire school year	1783 90.9%	1895 93.7%	2086 94.4%
Number and percent of students receiving free or reduced-cost lunch	388 19.8%	341 16.9%	455 20.6%
Number and percent of students in Special Education programs	204 10.4%	217 10.7%	261 11.8%
Number and percent of students with limited English proficiency	142 7.2%	163 8.1%	160 7.2%

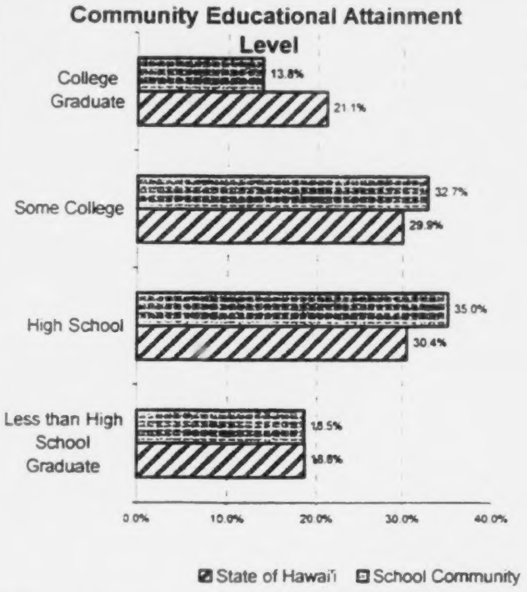


Student Ethnicity Distribution, School Year Ending 1998

Community Profile *Based on the 1990 U.S. Census*

	School Community	State of Hawai'i
Average family size	2.9	3.6
Percent of households with school age children (4-19)	43.3%	31.8%
Median household income	$40,647	$38,829
Per capita income	$12,225	$15,770
Percent of households with Public Assistance income	6.2%	6.8%
Percent of children (3-19 years) below poverty level	8.6%	11.6%
Percent of children (4-19 years) who are at-risk*	4.6%	2.1%

*Children 4 to 19 years of age, who are not high school graduates, living with mother who is not a high school graduate, is single, divorced or separated, and is below the poverty level.



Community Educational Attainment Level

102

Process: School Priorities

Information about a school's performance is most useful if schoolwide priorities are first identified. This rank ordering of school improvement goals provides a concise and clear sketch of this school's School Improvement Plans over the past three years. A description of school improvement priorities and activities during the school year just completed is given below.

School Year Ending 1996	#1	Student Achievement
	#2	Student Behavior
	#3	Educational Technology
School Year Ending 1997	#1	Student Achievement
	#2	School Curriculum
	#3	Educational Technology
School Year Ending 1998	#1	Student Achievement
	#2	School Curriculum
	#3	Educational Technology

Priority 1: *Student Achievement*

The development of five (5) CORE INTEGRATION TEAMS through the use of School-to-Work support, allowed for major implementation into the ninth grade curriculum. For SY 1998-99, a Freshman Orientation Day will start the year based on solid support from these teams. Standing committees will be re-organized into FOCUS ON LEARNING groups to address specific area concerns.

Priority 2: *School Curriculum*

Several departments have concluded the alignment of the curriculum with local and national standards. Others are still involved in the process. Continued support from the Professional Improvement Resource Center (PIRC) has allowed for two major faculty inservices in Reading Improvement in Content Areas. Once FOL groups are formed, a greater level of accountability can be developed leading toward a successful re-accreditation in 2001.

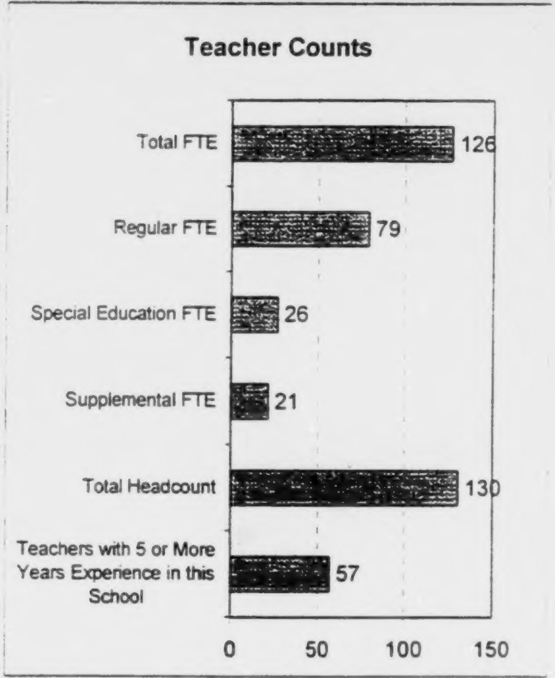
Priority 3: *Educational Technology*

The school goal of providing one MacIntosh computer per classroom has nearly been reached. Funding was provided through Special Needs monies which have been available for both past school years. Repairs to the existing underground wiring for several building LANS have been completed. A pilot in-class, computer assisted attendance counting program was started late in the year to derive some feasibility/practicability information.

Process: School Resources

Certified Staff *School year ending 1998*

Teaching Staff	
Total Full-Time Equivalent (FTE)	126.0
Regular Instruction, FTE	79.0
Special Education, FTE	26.0
Supplemental Instruction, FTE	21.0
Total number of persons assigned to teaching,	130
Teachers with 5 or more years experience in this school	57
Teachers' average years of experience	9.7
Students per Teaching Staff Member	
Regular Instruction	19.5
Special Education	10.0
Administrative and Student Services Staff	
Administration*, FTE	8.0
Librarians, FTE	2.0
Counselors, FTE	8.0
Number of principals at this school in the last five years	1



* Administration includes Principals, Vice-Principals, Student Activity Coordinators, Registrars, and Athletic Directors

Facilities *School year ending 1998*

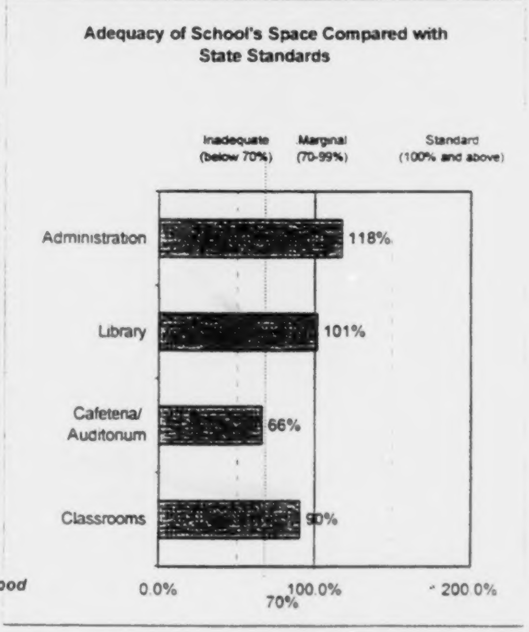
Classrooms available	99
Number of classrooms short (-) or over (+)	-11

School facilities inspection results

	Score 1	Score 2	Score 3
Grounds			3
Building exterior		2	
Building interior		2	
Equipment/Furnishings		2	
Health/Safety		2	
Sanitation			3
Total		14	

For each category:
1 = Unacceptable; 2 = Satisfactory; 3 = Very Good

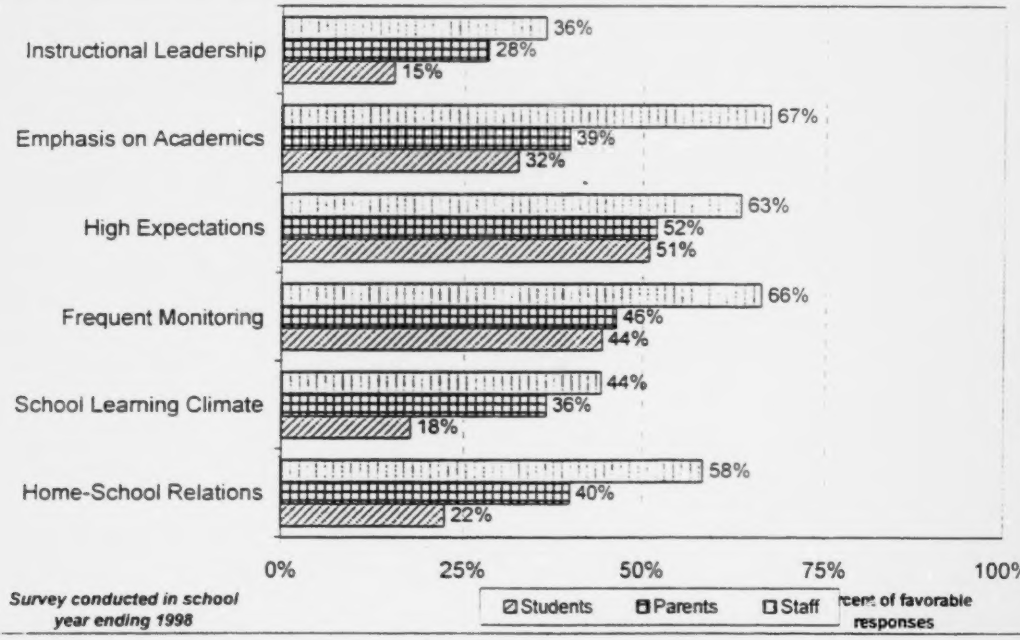
For Total:
6-8 = Unacceptable; 9-15 = Satisfactory; 16-18 = Very Good



Outcomes: Vital Signs

Effective School Practices

Effective Schools Survey



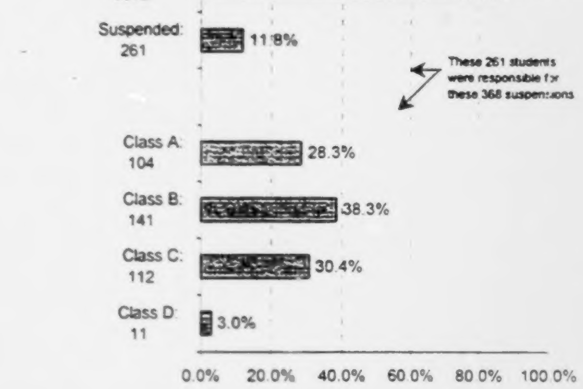
Survey conducted in school year ending 1998

Student Conduct

Attendance and Absences

	School Year			*State Standard*
	1995-96	1996-97	1997-98	
Average Daily Attendance: % (higher is better)	84.1%	86.5%	86.4%	95.0%
Average Daily Absences: in days (lower is better)	28	23.5	24.1	9

School Suspensions, School Year Ending 1998



These 261 students were responsible for these 368 suspensions

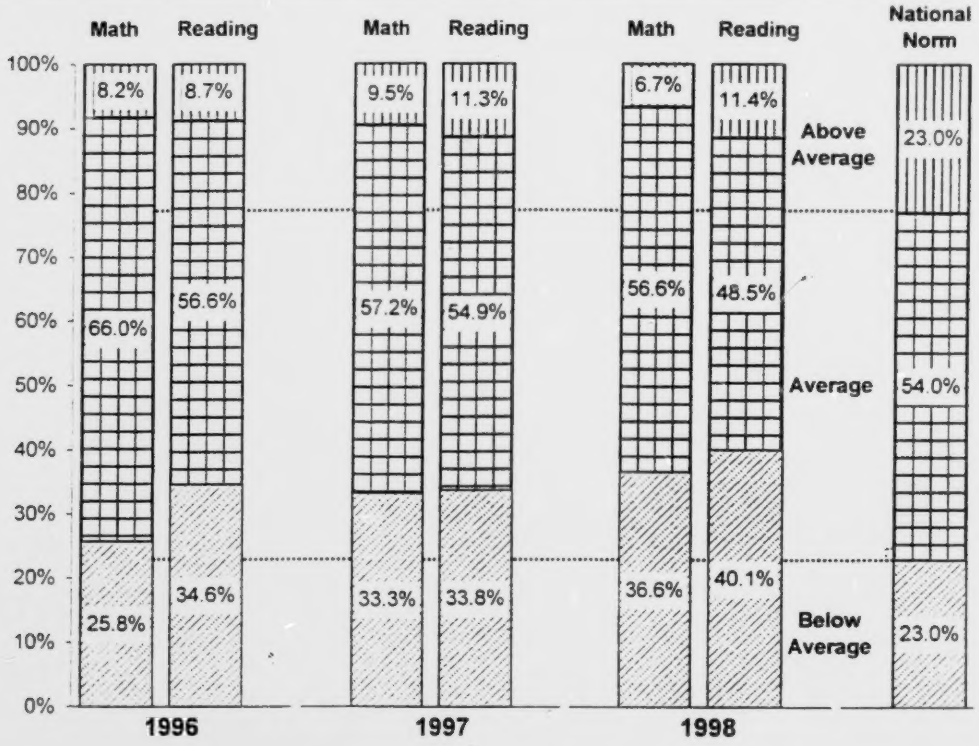
Examples of class of suspension	
	Class A: Burglary, robbery, sale of dangerous drugs
	Class B: Disorderly conduct, trespassing
	Class C: Class cutting, insubordination, smoking
	Class D: Contraband (e.g. possession of tobacco)

BEST COPY

Outcomes: Vital Signs

Statewide Testing

Stanford Achievement Test Results: Grade 10



School Completion

Prior to 1996, graduation from Hawai`i public schools required successful completion of course and credit requirements and demonstration of mastery of 15 competencies through certification on the Hawai`i State Test of Essential Competencies (HSTEC). Beginning with the Class of 1997, all graduating seniors must demonstrate mastery of 16 competencies through HSTEC

Graduates and Completers	1995-96	1996-97	1997-98
Number of Seniors	356	334	379
Diploma graduates	89.0%	89.8%	89.4%
Certificate of Course Completion	2.2%	3.0%	2.4%
Individually Prescribed Program	3.4%	2.7%	5.3%
Total school completers	94.7%	95.5%	97.1%

Hawaii State Test of Essential Competencies

School Year	Seniors Passing HSTEC Number	 Percent
1995-96	334	93.8%
1996-97	304	91.0%
1997-98	341	90.0%

10

Fall 1998
Comprehensive Assessment and Accountability System
School Year 1997-98

Mililani

High School Grades 9-12

School Status and Improvement Report

Content

Focus on School p. 1

School Description p. 1

Context: School Setting p. 2
- **Student Profile**
- **Community**

Process: School p. 3

Process: School p. 4
- **Certified**
- **Facilities**

Outcomes: Vital Signs pp. 5-6
- **Effective School**
- **Student Conduct**
- **Statewide**
- **School**

School Address:

Mililani High School
95-1200 Meheula Parkway
Mililani, HI 96789

Focus On School

To improve the quality of public schooling and the educational opportunities it affords to Hawai'i's children, we must have regular, understandable accounts of our schools' progress. This *School Status and Improvement Report* has been prepared as part of the Department's Comprehensive Assessment and Accountability System, and in accordance with **§302A-1004**, Hawai'i Revised Statutes, which requires systematic reports to the people about the performance of schools, individually and collectively.

This report includes a description of the school and provides information on the **context**, **process**, and **outcomes** of education at the school for the 1997-98 school year. **Context** information includes a profiling of the student population and school community. **Process** information describes the school's priorities, plans, and action for improvement and indicates the school's staffing levels and the quality and adequacy of facilities. **Outcome** information includes data on effective school practices, attendance, suspensions, standardized test results, and school completion (for high schools).

This report complements ***The Superintendent's Annual Report on School Performance and Improvement in Hawai'i***, which analyzes our schools collectively and in comparison to those of other states. Together, individual school reports and the summary *Superintendent's Report* describe our schools to help us judge them against our evolving State and national standards for school and school system performance.

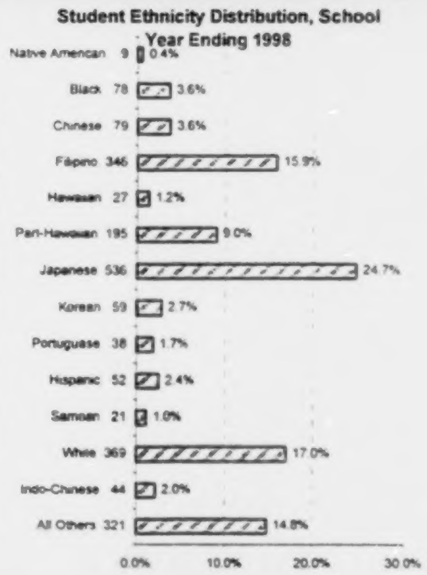
School Description

Mililani High School serves Mililani Town and several smaller surrounding communities. The student population represents a wide range of socio-economic levels and ethnic backgrounds. Because of its large military population, the school's transiency rate is quite high. Program offerings are varied, as are student activities. Mililani High School was accredited in 1996 by the Western Association of Schools & Colleges for a period of six years with a mid-term review. Mililani High School is operating under School/Community-Based Management.

Context: School Setting

Student Profile

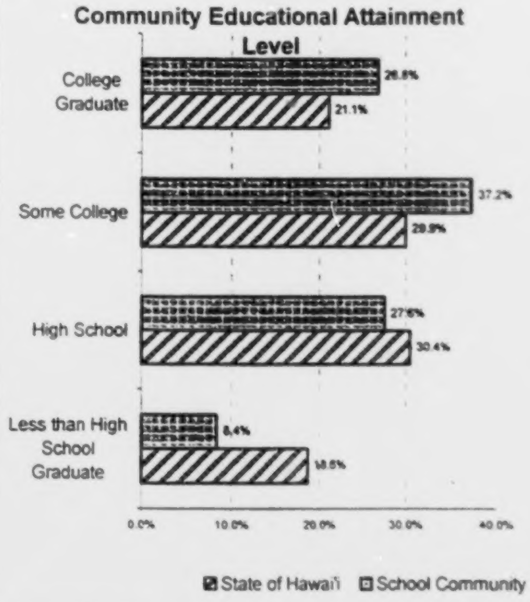
School year ending	*1996*	*1997*	*1998*
Fall enrollment	2383	2285	2105
Number and percent of students enrolled for the entire school year	2256	2165	2057
	94.7%	94.7%	97.7%
Number and percent of students receiving free or reduced-cost lunch	169	162	172
	7.1%	7.1%	8.2%
Number and percent of students in Special Education programs	115	112	104
	4.8%	4.9%	4.9%
Number and percent of students with limited English proficiency	60	47	39
	2.5%	2.1%	1.9%


Student Ethnicity Distribution, School Year Ending 1998

Community Profile *Based on the 1990 U.S. Census*

	School Community	State of Hawai'i
Average family size	3.0	3.6
Percent of households with school age children (4-19)	44.5%	31.8%
Median household income	$49,089	$38,829
Per capita income	$16,337	$15,770
Percent of households with Public Assistance income	2.9%	6.8%
Percent of children (3-19 years) below poverty level	2.2%	11.6%
Percent of children (4-19 years) who are at-risk*	3.1%	2.1%

*Children 4 to 19 years of age who are not high school graduates, living with mother who is not a high school graduate, is single, divorced or separated, and is below the poverty level


Community Educational Attainment Level

Process: School Priorities

Information about a school's performance is most useful if schoolwide priorities are first identified. This rank ordering of school improvement goals provides a concise and clear sketch of this school's School Improvement Plans over the past three years. A description of school improvement priorities and activities during the school year just completed is given below.

School Year Ending 1996	#1	Staff Development
	#2	School Curriculum
	#3	School/Community-Based Management
School Year Ending 1997	#1	Accreditation
	#2	School to Work
	#3	Student Behavior
School Year Ending 1998	#1	Accreditation
	#2	School Calendar or Schedule
	#3	Staff Development

Priority 1: *Accreditation/School Improvement Plan*

Since Mililani High's accreditation in 1996, we have adopted the Western Association of Schools and Colleges' *Focus on Learning (FOL)* process for our school improvement process. Having agreed upon the Expected Student Learning Results (ESLRs) that are the objectives of the school's curriculum, we have begun the cyclical process of examining where we are and how we will get to the ESLRs. We know that initiatives such as School To Work (STW) and Hawaii Content and Performance Standards (HCPS) will all fit into the stream of our improvement plan.

Priority 2: *School Calendar & Schedule*

During this year we started a new double lunch schedule to eliminate some of the problems caused by all 2100+ students going to lunch at the same time. There are now two distinct periods, alternation half the students at lunch and the other half in classes.

The staff also agreed to a modified calendar for the 1998-99 school year. School will open in August with two teacher workdays on the 3rd and 4th. The school year will end on June 2, 1999. In general there is a one week break in October, the usual two weeks for the Holidays, the usual one week in March.

Priority 3: *Staff Development*

Through the combined efforts of the complex schools and STW, Dr. Margaret Keller-Cogan was again brought to the complex. Last year she inserviced the STW teachers and department heads on rubrics and assessment. This year the concentration was on planning performance based units of study. Teachers who did not get to attend last year's inservice attended this year's.

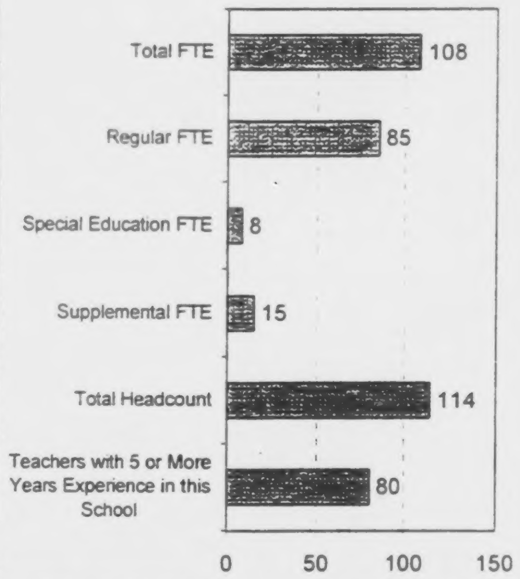
We also spent professional development days (waiver days) learning more about technology and doing curricular work in departments and FOL groups.

Process: School Resources

Certified Staff *School year ending 1998*

Teaching Staff	
Total Full-Time Equivalent (FTE)	108.0
Regular Instruction, FTE	85.0
Special Education, FTE	8.0
Supplemental Instruction, FTE	15.0
Total number of persons assigned to teaching.	114
Teachers with 5 or more years experience in this school	80
Teachers' average years of experience	15.5
Students per Teaching Staff Member	
Regular Instruction	20.0
Special Education	13.0
Administrative and Student Services Staff	
Administration*, FTE	7.0
Librarians, FTE	2.0
Counselors, FTE	6.0
Number of principals at this school in the last five years	2

Teacher Counts



* Administration includes Principals, Vice-Principals, Student Activity Coordinators, Registrars, and Athletic Directors

Facilities *School year ending 1998*

Classrooms available	99
Number of classrooms short (-) or over (+)	0

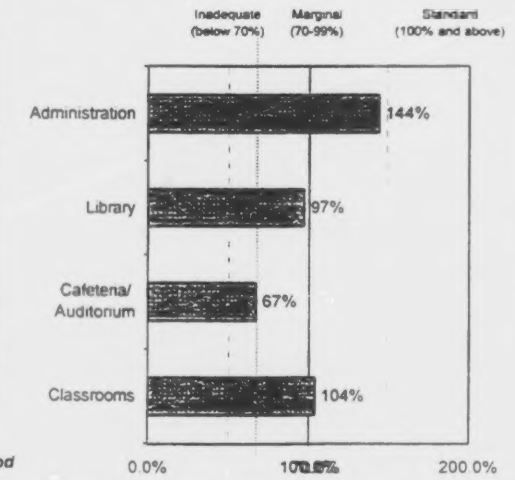
School facilities inspection results

	Score 1	Score 2	Score 3
Grounds			3
Building exterior			3
Building interior			3
Equipment/Furnishings		2	
Health/Safety			3
Sanitation		2	
Total		16	

For each category
1 = Unacceptable, 2 = Satisfactory, 3 = Very Good

For Total:
6-8 = Unacceptable; 9-15 = Satisfactory; 16-18 = Very Good

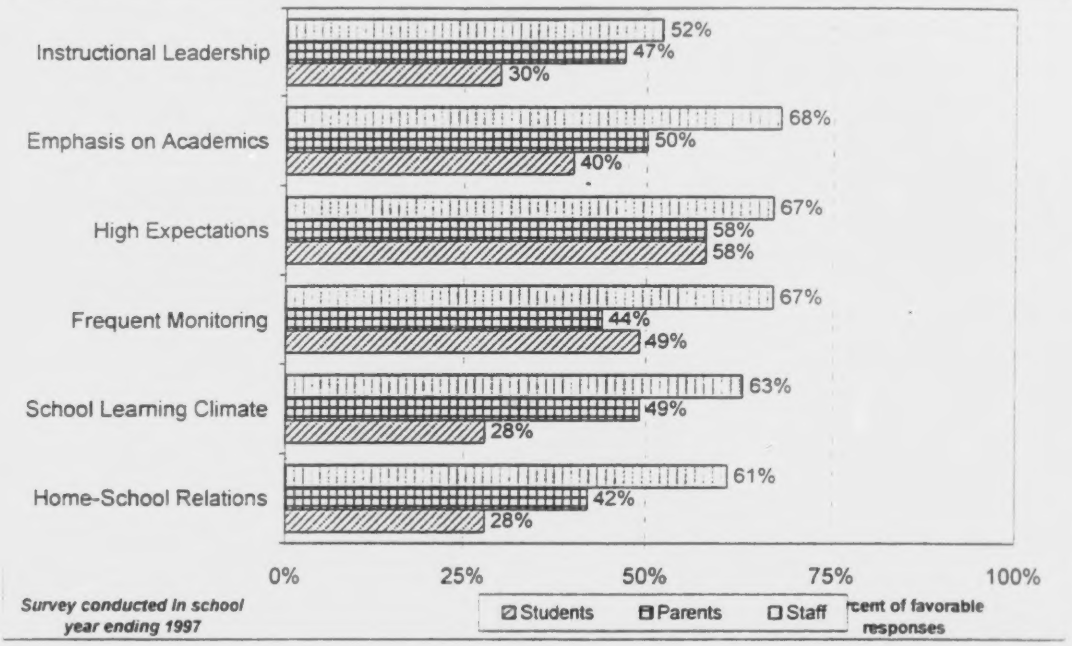
Adequacy of School's Space Compared with State Standards



Outcomes: Vital Signs

Effective School Practices

Effective Schools Survey



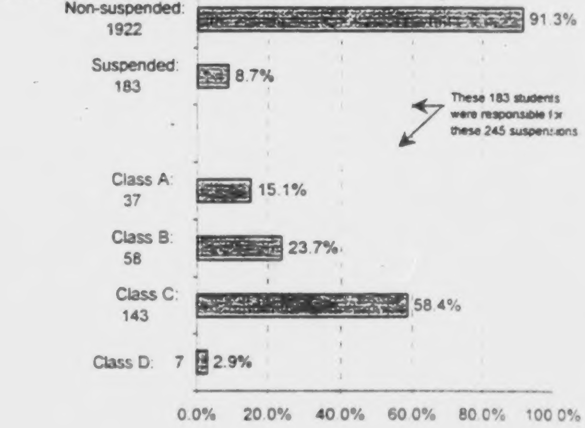
Survey conducted in school year ending 1997

Student Conduct

Attendance and Absences

School Year 1995-96	1996-97	1997-98	State Standard
Average Daily Attendance: % (higher is better)			
94.0%	94.4%	96.0%	95.0%
Average Daily Absences: in days (lower is better)			
10.6	9.4	6.8	9

School Suspensions, School Year Ending 1998



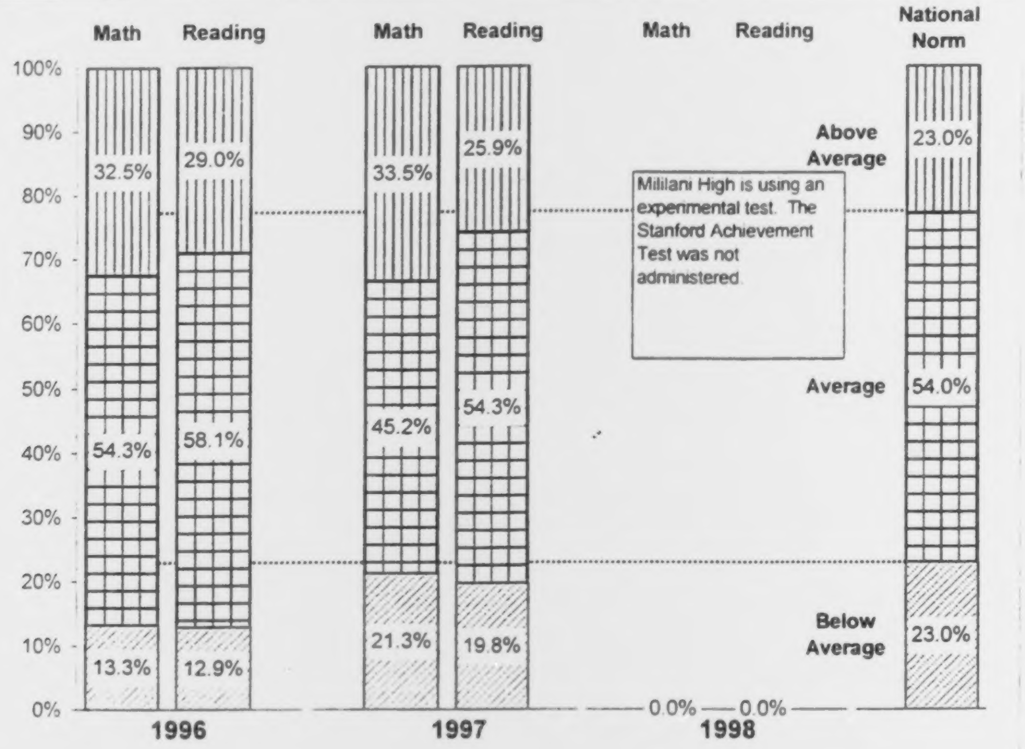
Examples of class of suspension	
	Class A: Burglary, robbery, sale of dangerous drugs
	Class B: Disorderly conduct, trespassing
	Class C: Class cutting, insubordination, smoking
	Class D: Contraband (e.g. possession of tobacco)

BEST COPY AVAILABLE

Outcomes: Vital Signs

Statewide Testing

Stanford Achievement Test Results: Grade 10



Mililani High is using an experimental test. The Stanford Achievement Test was not administered.

School Completion

Prior to 1996, graduation from Hawai`i public schools required successful completion of course and credit requirements and demonstration of mastery of 15 competencies through certification on the Hawai`i State Test of Essential Competencies (HSTEC). Beginning with the Class of 1997, all graduating seniors must demonstrate mastery of 16 competencies through HSTEC.

Graduates and Completers	1995-96	1996-97	1997-98
Number of Seniors	528	525	513
Diploma graduates	96.2%	97.1%	97.5%
Certificate of Course Completion	2.3%	0.2%	0.8%
Individually Prescribed Program	0.2%	0.8%	0.4%
Total school completers	98.7%	98.1%	98.6%

Hawaii State Test of Essential Competencies

School Year	Seniors Passing HSTEC Number	Seniors Passing HSTEC Percent
1995-96	514	97.3%
1996-97	513	97.7%
1997-98	501	97.7%

Fall 1998
Comprehensive Assessment and Accountability System
School Year 1997-98

Pearl City

High School Grades 9-12

School Status and Improvement Report

Content

Focus on School p. 1

School Description p. 1

Context: School Setting p. 2

- **Student Profile**
- **Community**

Process: School p. 3

Process: School p. 4

- **Certified**
- **Facilities**

Outcomes: Vital Signs pp. 5-6

- **Effective School**
- **Student Conduct**
- **Statewide**
- **School**

School Address:

Pearl City High School
2100 Hookiekie Street
Pearl City, HI 96782

Focus On School

To improve the quality of public schooling and the educational opportunities it affords to Hawai'i's children, we must have regular, understandable accounts of our schools' progress. This *School Status and Improvement Report* has been prepared as part of the Department's Comprehensive Assessment and Accountability System, and in accordance with **§302A-1004**, Hawai'i Revised Statutes, which requires systematic reports to the people about the performance of schools, individually and collectively.

This report includes a description of the school and provides information on the **context, process,** and **outcomes** of education at the school for the 1997-98 school year. **Context** information includes a profiling of the student population and school community. **Process** information describes the school's priorities, plans, and action for improvement and indicates the school's staffing levels and the quality and adequacy of facilities. **Outcome** information includes data on effective school practices, attendance, suspensions, standardized test results, and school completion (for high schools).

This report complements ***The Superintendent's Annual Report on School Performance and Improvement in Hawai'i***, which analyzes our schools collectively and in comparison to those of other states. Together, individual school reports and the summary *Superintendent's Report* describe our schools to help us judge them against our evolving State and national standards for school and school system performance.

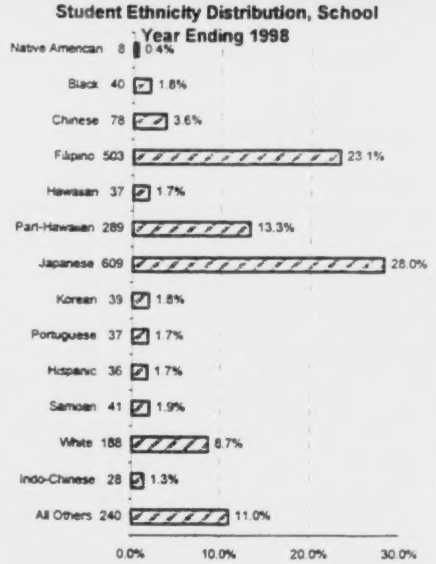
School Description

Pearl City High School serves a middle income community located above Pearl City. Our strengths lie in our academic, student activity, anti-drug, and band programs. We offer a wide range of courses, from laboratory classes to advanced placement courses in computers, English, chemistry, calculus, and United States history. Other strengths include an excellent special education program and a music learning center. Pearl City High School was accredited in 1994 by the Western Association of Schools & Colleges for a period of six years. Pearl City High School is operating under School/Community-Based Management.

Context: School Setting

Student Profile

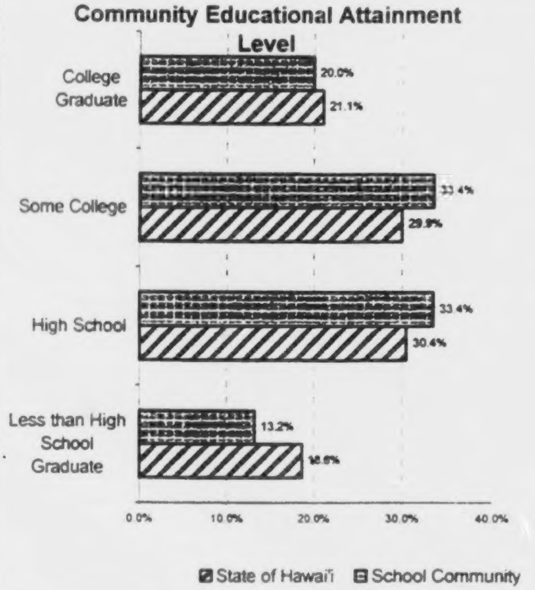
School year ending	*1996*	*1997*	*1998*
Fall enrollment	1960	2092	2177
Number and percent of students enrolled for the entire school year	1915	2019	2125
	97.7%	96.5%	97.6%
Number and percent of students receiving free or reduced-cost lunch	201	257	297
	10.3%	12.3%	13.6%
Number and percent of students in Special Education programs	151	175	192
	7.7%	8.4%	8.8%
Number and percent of students with limited English proficiency	66	59	66
	3.4%	2.8%	3.0%


Student Ethnicity Distribution, School Year Ending 1998

Community Profile *Based on the 1990 U.S. Census*

	School Community	State of Hawai'i
Average family size	2.9	3.6
Percent of households with school age children (4-19)	36.9%	31.8%
Median household income	$51,449	$38,829
Per capita income	$16,587	$15,770
Percent of households with Public Assistance income	3.8%	6.8%
Percent of children (3-19 years) below poverty level	4.0%	11.6%
Percent of children (4-19 years) who are at-risk*	2.0%	2.1%

*Children 4 to 19 years of age, who are not high school graduates, living with mother who is not a high school graduate, is single, divorced or separated, and is below the poverty level


Community Educational Attainment Level

Process: School Priorities

Information about a school's performance is most useful if schoolwide priorities are first identified. This rank ordering of school improvement goals provides a concise and clear sketch of this school's School Improvement Plans over the past three years. A description of school improvement priorities and activities during the school year just completed is given below.

School Year Ending 1996	#1	School Curriculum
	#2	Staff Development
	#3	Student Attitude
School Year Ending 1997	#1	Student Achievement
	#2	School to Work
	#3	Educational Technology
School Year Ending 1998	#1	School Renewal
	#2	Other
	#3	Educational Technology

Priority 1: ***School Renewal***

We are heavily into the Focus On Learning process as our school improvement model. We started last year to select our coordinator and to vigorously train that person to start three years before we are visited by the accreditation team. We have had four inservicing for the faculty, staff, student, parents, and community members. We are currently on track and on a comfortable timeline in this process. We will be meeting in focus and home groups this year to start addressing the 14 WASC criteria and to address the school ESLR's.

Priority 2: ***NCEE Standards***

We have trained nearly half our staff in the NCEE standards. Many of our teachers have instituted some of the concepts of the NCEE such as the grading system and the development of rubrics.

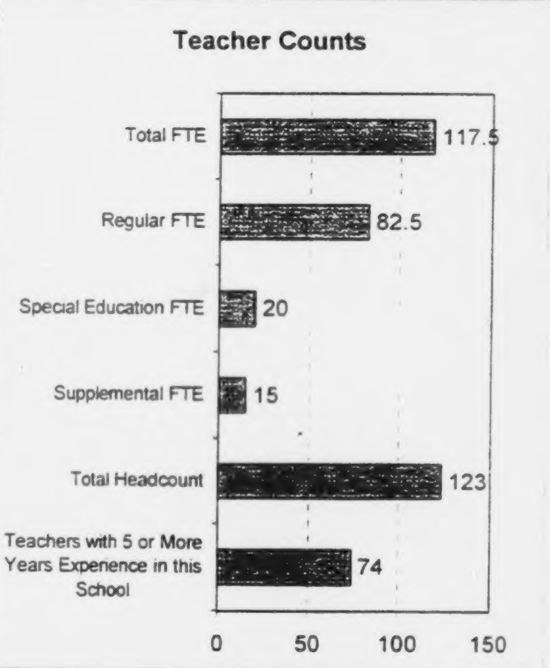
Priority 3: ***Educational Technology***

Conduits have been placed in all our buildings at this time and we will be wiring each building this year. We are slowly acquiring computers so that we will be totally networked.

Process: School Resources

Certified Staff *School year ending 1998*

Teaching Staff	
Total Full-Time Equivalent (FTE)	117.5
Regular Instruction, FTE	82.5
Special Education, FTE	20.0
Supplemental Instruction, FTE	15.0
Total number of persons assigned to teaching.	123
Teachers with 5 or more years experience in this school	74
Teachers' average years of experience	16.3
Students per Teaching Staff Member	
Regular Instruction	20.4
Special Education	9.6
Administrative and Student Services Staff	
Administration*, FTE	7.0
Librarians, FTE	2.0
Counselors, FTE	6.0
Number of principals at this school in the last five years	1



* Administration includes Principals, Vice-Principals, Student Activity Coordinators, Registrars, and Athletic Directors

Facilities *School year ending 1998*

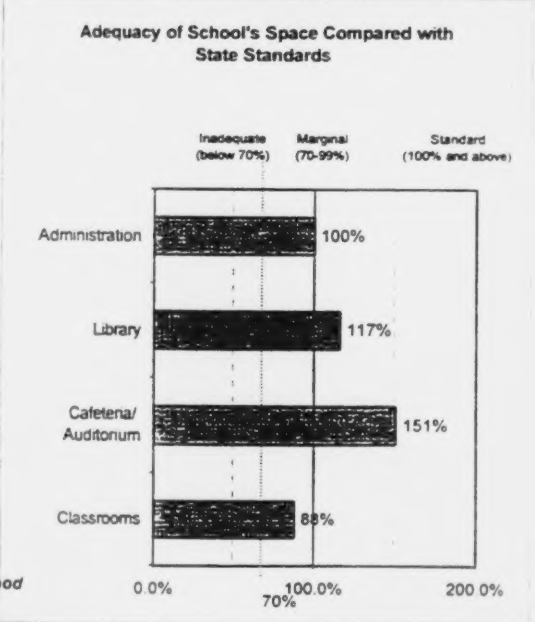
Classrooms available	95
Number of classrooms short (-) or over (+)	-4

School facilities inspection results

	Score 1	Score 2	Score 3
Grounds			3
Building exterior		2	
Building interior		2	
Equipment/Furnishings		2	
Health/Safety		2	
Sanitation		2	
Total		13	

For each category:
1 = Unacceptable, 2 = Satisfactory, 3 = Very Good

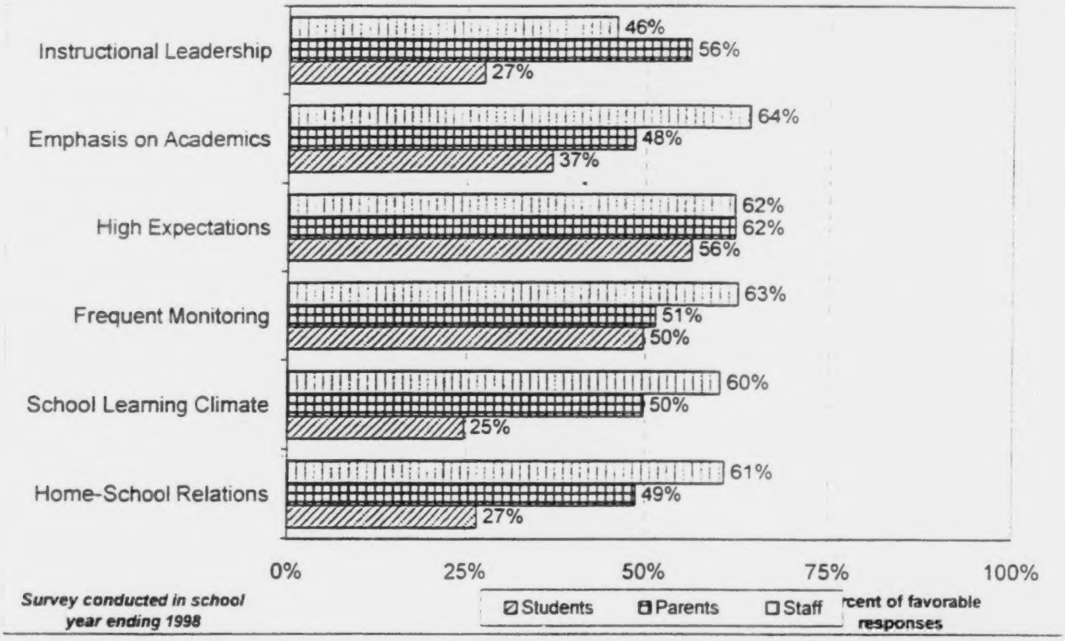
For Total:
6-8 = Unacceptable; 9-15 = Satisfactory; 16-18 = Very Good



Outcomes: Vital Signs

Effective School Practices

Effective Schools Survey



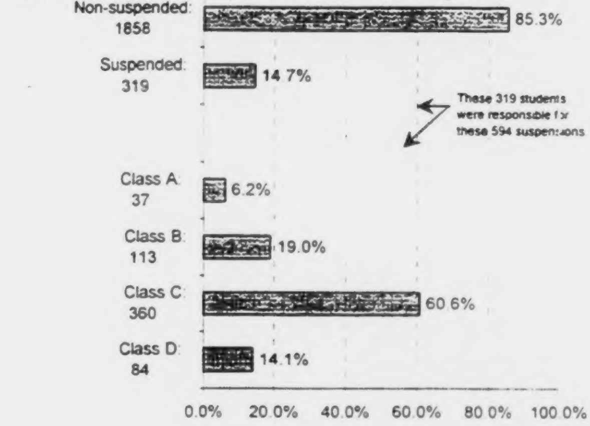
Survey conducted in school year ending 1998

Student Conduct

Attendance and Absences

	School Year			State Standard
	1995-96	1996-97	1997-98	
Average Daily Attendance: % (higher is better)	93.7%	93.7%	94.0%	95.0%
Average Daily Absences: in days (lower is better)	10.8	10.8	10.4	9

School Suspensions, School Year Ending 1998



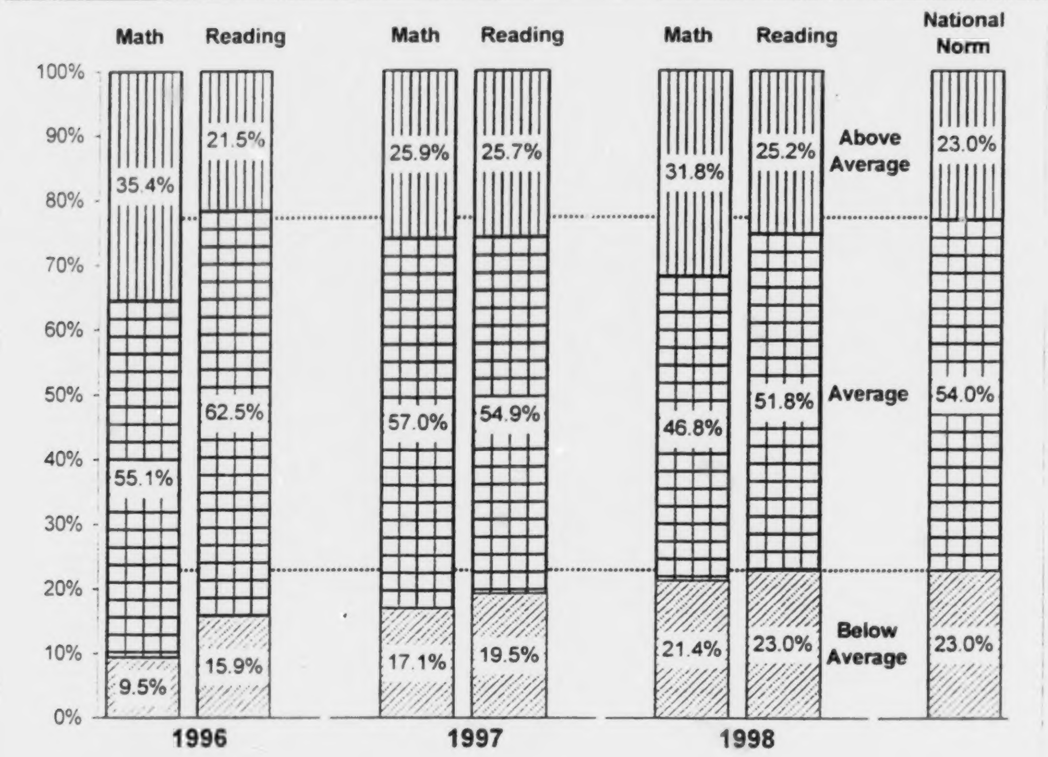
Examples of class of suspension:	
	Class A: Burglary, robbery, sale of dangerous drugs
	Class B: Disorderly conduct, trespassing
	Class C: Class cutting, insubordination, smoking
	Class D: Contraband (e.g. possession of tobacco)

BEST COPY AVAILABLE

Outcomes: Vital Signs

Statewide Testing

Stanford Achievement Test Results: Grade 10



School Completion

Prior to 1996, graduation from Hawai'i public schools required successful completion of course and credit requirements and demonstration of mastery of 15 competencies through certification on the Hawai'i State Test of Essential Competencies (HSTEC). Beginning with the Class of 1997, all graduating seniors must demonstrate mastery of 16 competencies through HSTEC.

Graduates and Completers	1995-96	1996-97	1997-98
Number of Seniors	372	379	428
Diploma graduates	90.9%	89.2%	91.1%
Certificate of Course Completion	1.1%	5.0%	3.3%
Individually Prescribed Program	1.9%	1.6%	1.6%
Total school completers	93.8%	95.8%	96.0%

Hawaii State Test of Essential Competencies

School Year	Seniors Passing HSTEC Number	Seniors Passing HSTEC Percent
1995-96	359	96.5%
1996-97	340	89.7%
1997-98	394	92.1%

Fall 1998
Comprehensive Assessment and Accountability System
School Year 1997-98

`Aiea

High School Grades 9-12

School Status and Improvement Report

Content

Focus on School p. 1
School Description p. 1
Context: School Setting p. 2
- **Student Profile**
- **Community**
Process: School p. 3
Process: School p. 4
- **Certified**
- **Facilities**
Outcomes: Vital Signs pp. 5-6
- **Effective School**
- **Student Conduct**
- **Statewide**
- **School**

School Address:

`Aiea High School
98-1276 Ulune Street
`Aiea, HI 96701

Focus On School

To improve the quality of public schooling and the educational opportunities it affords to Hawai`i's children, we must have regular, understandable accounts of our schools' progress. This *School Status and Improvement Report* has been prepared as part of the Department's Comprehensive Assessment and Accountability System, and in accordance with **§302A-1004**, Hawai`i Revised Statutes, which requires systematic reports to the people about the performance of schools, individually and collectively.

This report includes a description of the school and provides information on the **context**, **process**, and **outcomes** of education at the school for the 1997-98 school year. **Context** information includes a profiling of the student population and school community. **Process** information describes the school's priorities, plans, and action for improvement and indicates the school's staffing levels and the quality and adequacy of facilities. **Outcome** information includes data on effective school practices, attendance, suspensions, standardized test results, and school completion (for high schools).

This report complements ***The Superintendent's Annual Report on School Performance and Improvement in Hawai`i***, which analyzes our schools collectively and in comparison to those of other states. Together, individual school reports and the summary *Superintendent's Report* describe our schools to help us judge them against our evolving State and national standards for school and school system performance.

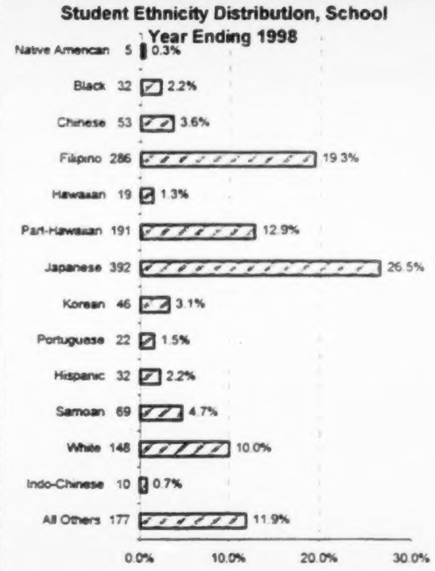
School Description

`Aiea High School, established in 1961, is approximately 12 miles northwest of the capital city, overlooking historic Pearl Harbor. It serves students from `Aiea, Halawa, Newtown, Pearlridge and Waimalu. `Aiea High School has a strong commitment to the concept that improving schooling for our students must involve the collaborative efforts of all school role groups. `Aiea High School was accredited in 1994 by the Western Association of Schools & Colleges for a period of six years. `Aiea High School is operating under School/Community-Based Management.

Context: School Setting

Student Profile

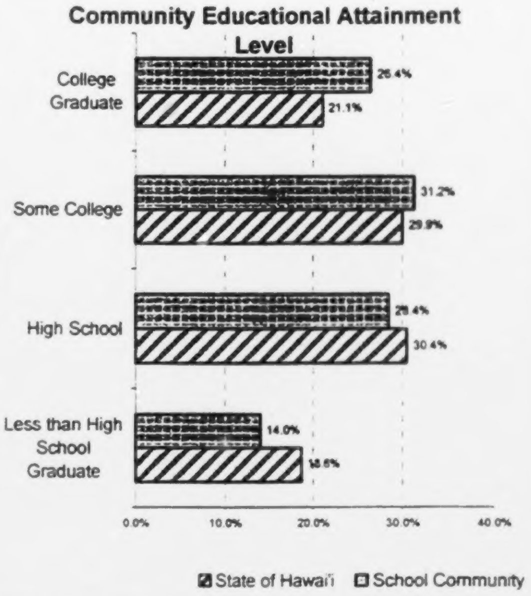
School year ending	*1996*	*1997*	*1998*
Fall enrollment	1592	1567	1500
Number and percent of students enrolled for the entire school year	1459	1428	1404
	91.6%	91.1%	93.6%
Number and percent of students receiving free or reduced-cost lunch	182	259	214
	11.4%	16.5%	14.3%
Number and percent of students in Special Education programs	94	98	90
	5.9%	6.3%	6.0%
Number and percent of students with limited English proficiency	83	87	73
	5.2%	5.6%	4.9%


Student Ethnicity Distribution, School Year Ending 1998

Community Profile *Based on the 1990 U.S. Census*

	School Community	State of Hawai'i
Average family size	2.8	3.6
Percent of households with school age children (4-19)	29.7%	31.8%
Median household income	$50,701	$38,829
Per capita income	$19,149	$15,770
Percent of households with Public Assistance income	4.4%	6.8%
Percent of children (3-19 years) below poverty level	8.0%	11.6%
Percent of children (4-19 years) who are at-risk*	6.3%	2.1%

*Children 4 to 19 years of age, who are not high school graduates, living with mother who is not a high school graduate, is single, divorced or separated, and is below the poverty level.


Community Educational Attainment Level

BEST COPY AVAILABLE

Process: School Priorities

Information about a school's performance is most useful if schoolwide priorities are first identified. This rank ordering of school improvement goals provides a concise and clear sketch of this school's School Improvement Plans over the past three years. A description of school improvement priorities and activities during the school year just completed is given below.

School Year Ending 1996	#1	Student Achievement
	#2	Educational Technology
	#3	School Calendar or Schedule
School Year Ending 1997	#1	Accreditation
	#2	Student Achievement
	#3	Educational Technology
School Year Ending 1998	#1	Accreditation
	#2	Student Achievement
	#3	Educational Technology

Priority 1: *Accreditation*

During the 199-98 school year, the school renewal efforts was focus on what students are learning, how students are learning and if the learning can be measured against our school's philosophy, goals and objectives and learner outcomes. We developed a curriculum guide for each subject that we are teaching. The curriculum guide identified course objectives, major concepts, themes, learning activities and measures of learning. Our hope was that the learner outcomes were driving our curriculum and the curriculum was producing the desired results. This process is the beginning of our efforts to address the issues of accountability and accreditation. Through the development of our curriculum guides, Aiea High school's efforts concerning the accreditation process is in place as we get ready for our next accreditation visitation in the year 2000.

Priority 2: *Student Achievement*

For the past three years Aiea high School has been guided by our learner outcomes which were developed in early 1996. These learner outcomes has resulted in the school changing our school calendar, adding the exam week concept to our school development days. The learner outcomes has also been the focus behind our curriculum guide. During the 1997-98 school year we continued with our very successful academic guidance program. This program is well received by students, faculty members and parents. We also continued with the ACT Plan which supports our guidance efforts with the sophomores. Systematic academic guidance is also continued with our juniors and seniors through our school to work efforts.

Priority 3: *Educational Technology*

Since 1996, Aiea High School has developed and maintained a local area network system which connects 100% of our classrooms. Our local area network is also connected to the internet. Through our partnership with Data House we have been able to communicate with our local school community via the personal computer. Our web page carries the following components: Daily School Bulletin, Master Calendar, College Bulletin, Monthly School Menu, Student Association Bulletin, Student Activities/Athletics Calendar and several Academic Web Pages.

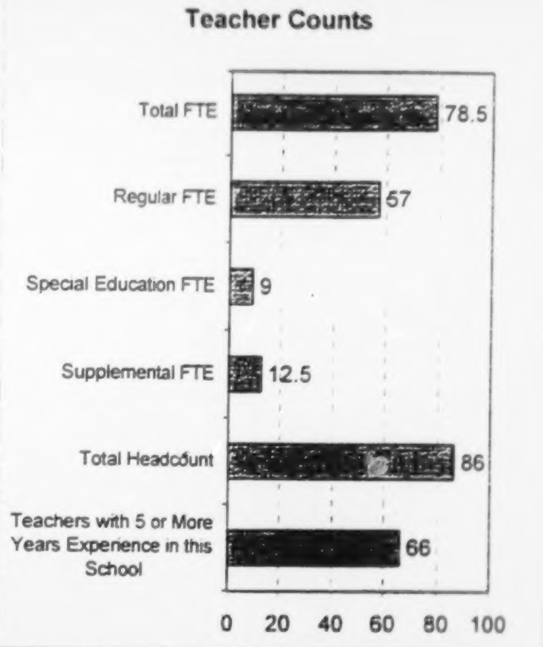
The school LAN has made it possible for more efficient collection of student fees and lost books. Each classroom can access the library though OPAC. Perhaps the greatest development is the use of educational technology has come through the development of curriculum web pages in which instruction is not limited by

Process: School Resources

Certified Staff

School year ending 1998

Teaching Staff	
Total Full-Time Equivalent (FTE)	78.5
Regular Instruction, FTE	57.0
Special Education, FTE	9.0
Supplemental Instruction, FTE	12.5
Total number of persons assigned to teaching.	86
Teachers with 5 or more years experience in this school	66
Teachers' average years of experience	15.0
Students per Teaching Staff Member	
Regular Instruction	20.3
Special Education	10.0
Administrative and Student Services Staff	
Administration*, FTE	4.0
Librarians, FTE	2.0
Counselors, FTE	6.0
Number of principals at this school in the last five years	1


Teacher Counts

* Administration includes Principals, Vice-Principals, Student Activity Coordinators, Registrars, and Athletic Directors

Facilities

School year ending 1998

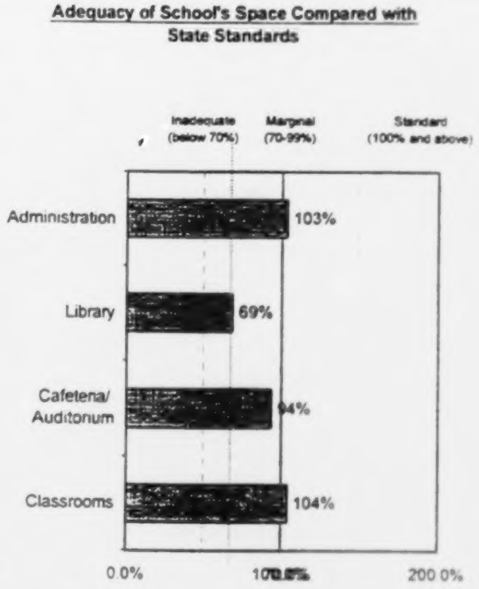
Classrooms available	73
Number of classrooms short (-) or over (+)	0

School facilities inspection results

	Score 1	2	3
Grounds			3
Building exterior		2	
Building interior		2	
Equipment/Furnishings		2	
Health/Safety		2	
Sanitation			3
Total		14	

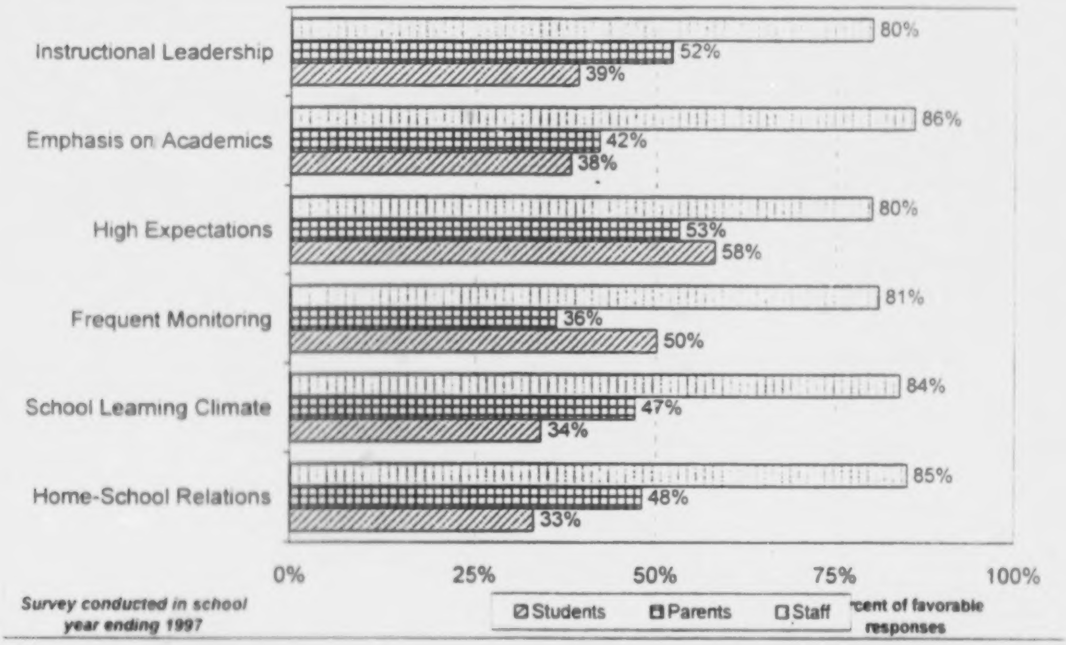
For each category:
1 = Unacceptable; 2 = Satisfactory; 3 = Very Good

For Total:
6-8 = Unacceptable; 9-15 = Satisfactory; 16-18 = Very Good


Adequacy of School's Space Compared with State Standards

Outcomes: Vital Signs

Effective School Practices

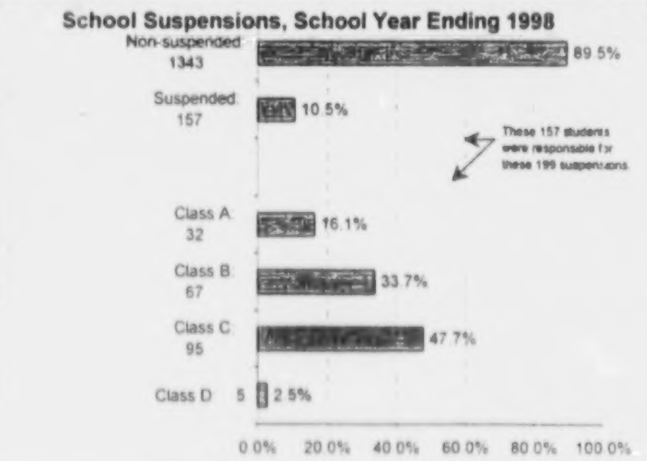


Survey conducted in school year ending 1997

Student Conduct

Attendance and Absences

School Year 1995-96	1996-97	1997-98	State Standard
Average Daily Attendance: % (higher is better)			
95.5%	93.7%	94.0%	95.0%
Average Daily Absences: in days (lower is better)			
7.8	10.5	10.5	9



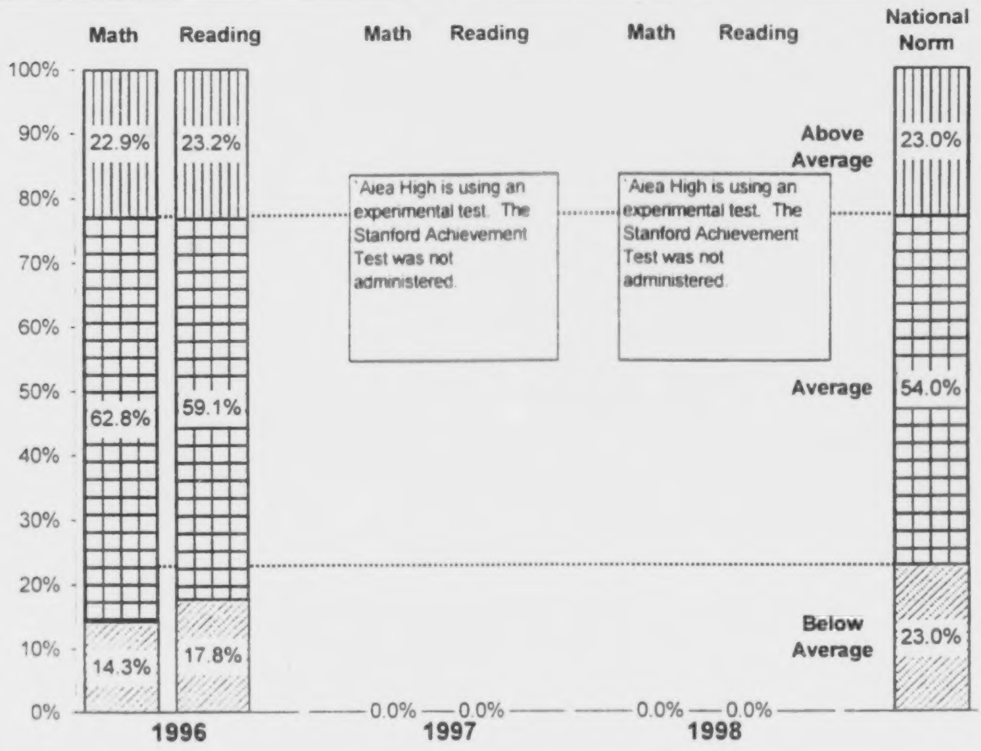
These 157 students were responsible for these 199 suspensions

Examples of class of suspension	
	Class A: Burglary, robbery, sale of dangerous drugs
	Class B: Disorderly conduct, trespassing
	Class C: Class cutting, insubordination, smoking
	Class D: Contraband (e.g. possession of tobacco)

Outcomes: Vital Signs

Statewide Testing

Stanford Achievement Test Results: Grade 10



'Aiea High is using an experimental test. The Stanford Achievement Test was not administered.

'Aiea High is using an experimental test. The Stanford Achievement Test was not administered.

School Completion

Prior to 1996, graduation from Hawai`i public schools required successful completion of course and credit requirements and demonstration of mastery of 15 competencies through certification on the Hawai`i State Test of Essential Competencies (HSTEC). Beginning with the Class of 1997, all graduating seniors must demonstrate mastery of 16 competencies through HSTEC

Graduates and Completers	1995-96	1996-97	1997-98
Number of Seniors	331	335	347
Diploma graduates	94.6%	92.5%	93.9%
Certificate of Course Completion	0.3%	3.3%	3.5%
Individually Prescribed Program	0.0%	1.8%	0.9%
Total school completers	94.9%	97.6%	98.3%

Hawaii State Test of Essential Competencies

School Year	Seniors Passing HSTEC Number	 Percent
1995-96	329	99.4%
1996-97	313	93.4%
1997-98	326	93.9%

Fall 1998
Comprehensive Assessment and Accountability System
School Year 1997-98

Aliamanu

Intermediate School Grades 7-8

School Status and Improvement Report

Content

Focus on School p. 1

School Description p. 1

Context: School Setting p. 2
- Student Profile
- Community

Process: School p. 3

Process: School p. 4
- Certified
- Facilities

Outcomes: Vital Signs pp. 5-6
- Effective School
- Student Conduct
- Statewide
- School

School Address:

Aliamanu Intermediate School
3271 Salt Lake Blvd.
Honolulu, HI 96818

Focus On School

To improve the quality of public schooling and the educational opportunities it affords to Hawai'i's children, we must have regular, understandable accounts of our schools' progress. This *School Status and Improvement Report* has been prepared as part of the Department's Comprehensive Assessment and Accountability System, and in accordance with **§302A-1004**, Hawai'i Revised Statutes, which requires systematic reports to the people about the performance of schools, individually and collectively.

This report includes a description of the school and provides information on the **context, process,** and **outcomes** of education at the school for the 1997-98 school year. **Context** information includes a profiling of the student population and school community. **Process** information describes the school's priorities, plans, and action for improvement and indicates the school's staffing levels and the quality and adequacy of facilities. **Outcome** information includes data on effective school practices, attendance, suspensions, standardized test results, and school completion (for high schools).

This report complements ***The Superintendent's Annual Report on School Performance and Improvement in Hawai'i***, which analyzes our schools collectively and in comparison to those of other states. Together, individual school reports and the summary *Superintendent's Report* describe our schools to help us judge them against our evolving State and national standards for school and school system performance.

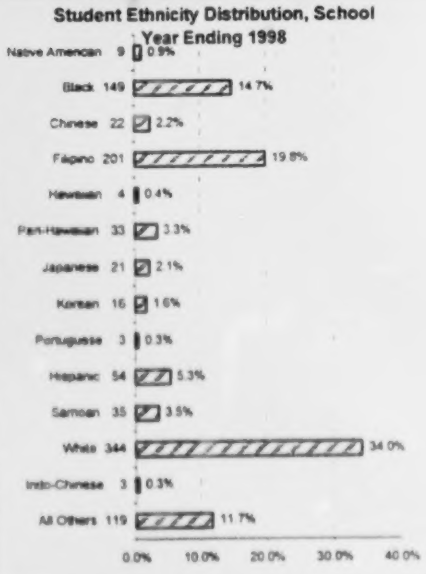
School Description

The name Aliamanu is a Hawaiian word meaning 'the resting place of the birds.' Founded in 1959 and located in a former volcanic crater, Aliamanu Intermediate School is surrounded by military housing, condominiums, and high-rises. Most of our students are federally connected. A high rate of transiency, single parent families and young latchkey children are some of our concerns. Aliamanu Intermediate School was accredited in 1997 by the Western Association of Schools & Colleges for a period of three years. Aliamanu Intermediate School is planning for School/Community-Based Management.

Context: School Setting

Student Profile

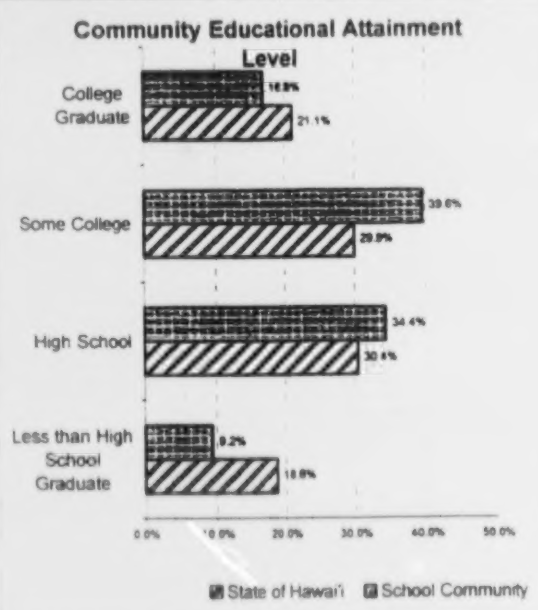
School year ending	*1996*	*1997*	*1998*
Fall enrollment	911	946	1017
Number and percent of students enrolled for the entire school year	835	852	863
	91.7%	90.1%	84.9%
Number and percent of students receiving free or reduced-cost lunch	202	181	216
	22.2%	19.1%	21.2%
Number and percent of students in Special Education programs	52	50	69
	5.7%	5.3%	6.8%
Number and percent of students with limited English proficiency	37	40	61
	4.1%	4.2%	6.0%


Student Ethnicity Distribution, School Year Ending 1998

Community Profile Based on the 1990 U.S. Census

	School Community	State of Hawai'i
Average family size	2.9	3.6
Percent of households with school age children (4-19)	44.9%	31.8%
Median household income	$32,923	$38,829
Per capita income	$11,587	$15,770
Percent of households with Public Assistance income	3.2%	6.8%
Percent of children (3-19 years) below poverty level	3.2%	11.6%
Percent of children (4-19 years) who are at-risk*	0.5%	2.1%

*Children 4 to 19 years of age who are not high school graduates living with mother who is not a high school graduate, is single, divorced or separated, and is below the poverty level.


Community Educational Attainment Level

Process: School Priorities

Information about a school's performance is most useful if schoolwide priorities are first identified. This rank ordering of school improvement goals provides a concise and clear sketch of this school's School Improvement Plans over the past three years. A description of school improvement priorities and activities during the school year just completed is given below.

School Year Ending 1996	#1	Student Achievement
	#2	Student Behavior
	#3	School Curriculum
School Year Ending 1997	#1	Student Behavior
	#2	Accreditation
	#3	Student Achievement
School Year Ending 1998	#1	Student Behavior
	#2	School Restructuring
	#3	Student Attitude

Priority 1: *Student Behavior*

A. The school's improvement focus was to educate the students on basic acceptable behaviors.

B. We have developed a school-wide discipline plan, with clear rules and their progressive sanctions. This discipline plan was developed through input from the staff, parent, and students through assemblies, open meetings, and coffee hours. Student behavior is addressed by: 1) teacher referrals, 2) assemblies, 3) parent/teacher/student/counselor conferences, 4) referral to the Department of Health for mental health assessment, 5) referral to resiliency counselor, 6) truancy petitions filed, 7) referral to the Honolulu Police Department's School Attendance Program, 8) parent-shadow-student, 9) counselor/administration meetings, 10) counselor/team meetings, 11) parent/teacher contacts, 12) lockout, and 13) AIS Saturday School. Middle school concepts have been implemented and middle school teams are in place with common team rules and consequences.

C. The results obtained included increased communication, increased parent involvement, and a moderate improvement in student behavior. Some saw a decline in behavior, which was affecting student achievement.

Priority 2: *School Restructuring*

A. The school's improvement focus was to continue moving toward middle school, increase staff knowledge, and involve the community and parents more.

B. The students in both grade levels were places on core teams for the first time. Staff members have attended the Hawaii Association of Middle Schools' institutes and conferences, the University of Hawaii course on interdisciplinary units, Tribes training, and Process Algebra classes and workshops. We have had in-services on middle school philosophy and concepts by outside experts as well as our own staff members. Through the Focus on Learning process, we are systematically addressing various areas of improvement, based on needs. Priority has been given to technology. There has been increased participation and involvement with our military partnerships.

C. Middle school teaming caused frustration and stress in some teams for a while. Overall, teachers were more willing to consider changes. There has been increased communication and involvement with the community and parents.

Priority 3: *Student Attitude*

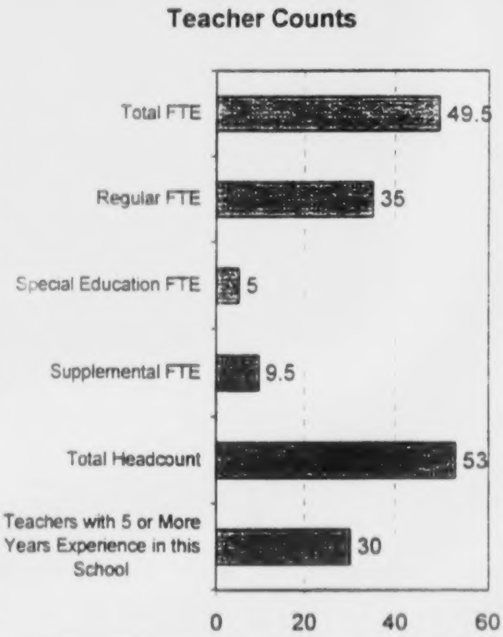
A. The school's improvement focus was to emphasize the relationship of behavior and achievement to students.

B. Teachers have been doing in-class activities and lessons on social skills and communication. Whenever needed and possible, there has been one-to-one counseling by the staff. Tribes, cooperative learning and school-to-work activities have been incorporated into the curriculum. Teams have held bonding activities. Values and character education have been emphasized or incorporated in individual exercises.

Process: School Resources

Certified Staff *School year ending 1998*

Teaching Staff	
Total Full-Time Equivalent (FTE)	49.5
Regular Instruction, FTE	35.0
Special Education, FTE	5.0
Supplemental Instruction, FTE	9.5
Total number of persons assigned to teaching.	53
Teachers with 5 or more years experience in this school	30
Teachers' average years of experience	10.7
Students per Teaching Staff Member	
Regular Instruction	21.3
Special Education	13.8
Administrative and Student Services Staff	
Administration*, FTE	4.5
Librarians, FTE	1.0
Counselors, FTE	2.0
Number of principals at this school in the last five years	2


Teacher Counts

* Administration includes Principals, Vice-Principals, Student Activity Coordinators, Registrars, and Athletic Directors

Facilities *School year ending 1998*

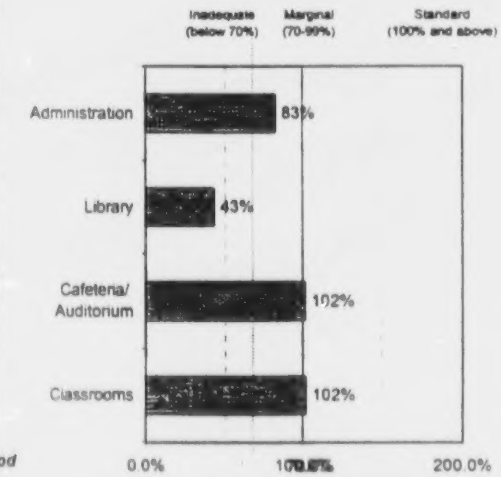
Classrooms available	48
Number of classrooms short (-) or over (+)	0

School facilities inspection results

	Score 1	2	3
Grounds		2	
Building exterior		2	
Building interior	1		
Equipment/Furnishings		2	
Health/Safety		2	
Sanitation		2	
Total		11	

For each category
1 = Unacceptable, 2 = Satisfactory, 3 = Very Good

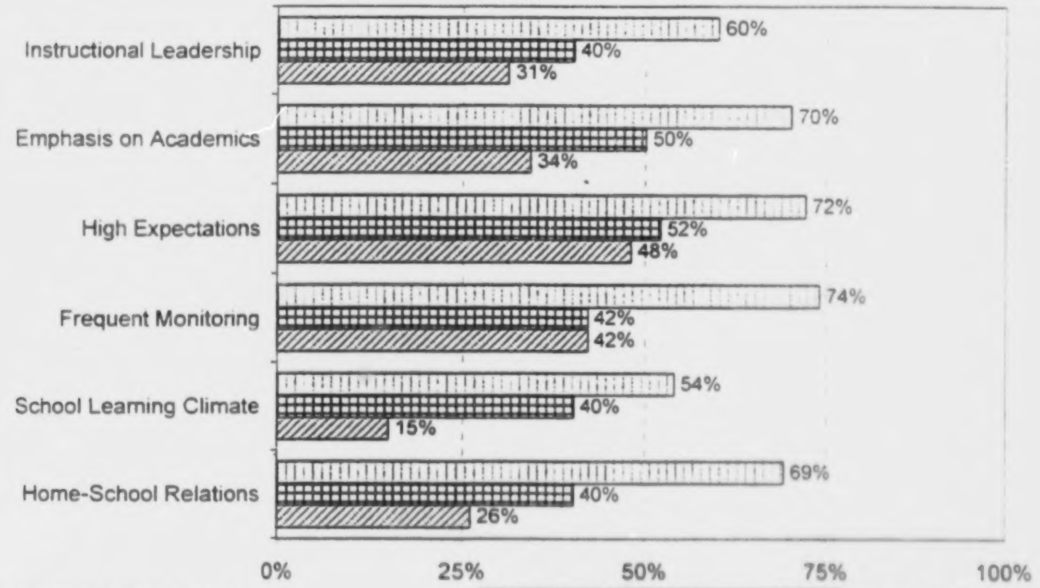
For Total:
6-8 = Unacceptable; 9-15 = Satisfactory; 16-18 = Very Good


Adequacy of School's Space Compared with State Standards

Outcomes: Vital Signs

Effective School Practices

Effective Schools Survey



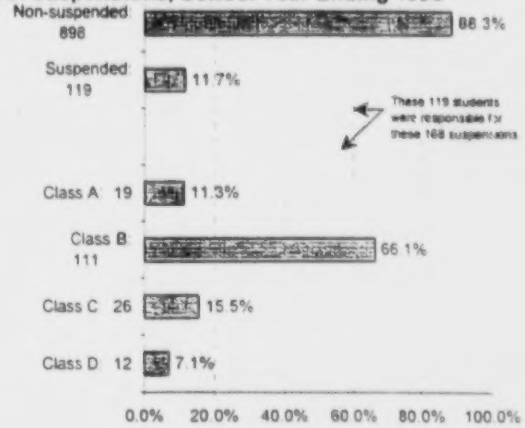
Survey conducted in school year ending 1997

Student Conduct

Attendance and Absences

School Year			State Standard
1995-96	1996-97	1997-98	
Average Daily Attendance: % (higher is better)			
94.8%	94.8%	94.8%	95.0%
Average Daily Absences: in days (lower is better)			
9.2	9.2	9.2	9

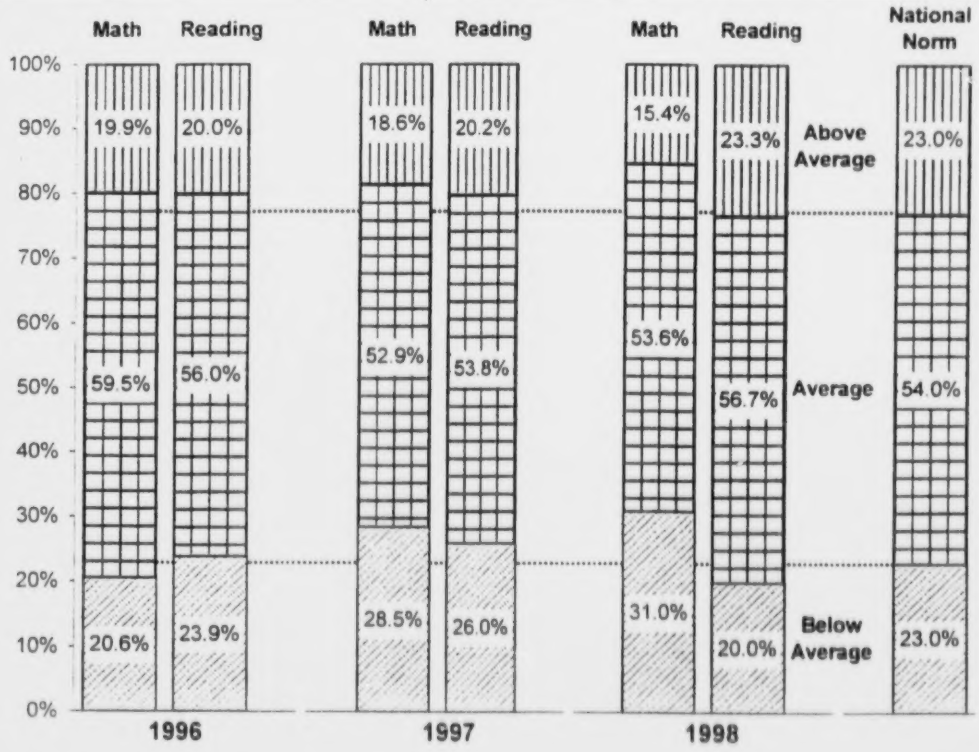
School Suspensions, School Year Ending 1998



Examples of class of suspension:	
	Class A: Burglary, robbery, sale of dangerous drugs
	Class B: Disorderly conduct, trespassing
	Class C: Class cutting, insubordination, smoking
	Class D: Contraband (e.g. possession of tobacco)

Statewide Testing

Stanford Achievement Test Results: Grade 8



Fall 1998
Comprehensive Assessment and Accountability System
School Year 1997-98

Wahiawa

Intermediate School Grades 7-8

School Status and Improvement Report

Content

Focus on School p. 1
School Description p. 1
Context: School Setting p. 2
- **Student Profile**
- **Community**

Process: School p. 3
Process: School p. 4
- **Certified**
- **Facilities**

Outcomes: Vital Signs pp. 5-6
- **Effective School**
- **Student Conduct**
- **Statewide**
- **School**

School Address:
Wahiawa Intermediate School
275 Rose Street
Wahiawa, HI 96786

Focus On School

To improve the quality of public schooling and the educational opportunities it affords to Hawai`i's children, we must have regular, understandable accounts of our schools' progress. This *School Status and Improvement Report* has been prepared as part of the Department's Comprehensive Assessment and Accountability System, and in accordance with **§302A-1004**, Hawai`i Revised Statutes, which requires systematic reports to the people about the performance of schools, individually and collectively.

This report includes a description of the school and provides information on the **context**, **process**, and **outcomes** of education at the school for the 1997-98 school year. **Context** information includes a profiling of the student population and school community. **Process** information describes the school's priorities, plans, and action for improvement and indicates the school's staffing levels and the quality and adequacy of facilities. **Outcome** information includes data on effective school practices, attendance, suspensions, standardized test results, and school completion (for high schools).

This report complements ***The Superintendent's Annual Report on School Performance and Improvement in Hawai`i***, which analyzes our schools collectively and in comparison to those of other states. Together, individual school reports and the summary *Superintendent's Report* describe our schools to help us judge them against our evolving State and national standards for school and school system performance.

School Description

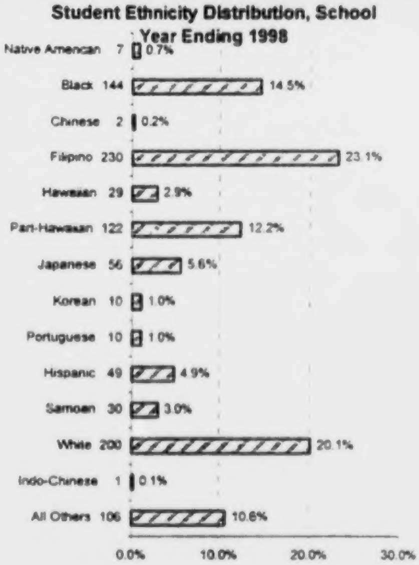
Wahiawa Intermediate School consists of 13 buildings connected by covered lanais, with lush gardens and palm-fringed lawns. Military dependents comprise nearly half of the student body. The Army 25th Infantry Division, HHC, and the PTSA are actively involved with our school. We foster excellence through academic programs based on high expectations, regular assessment of progress, and evaluation of achievement. Wahiawa Intermediate School was accredited in 1997 by the Western Association of Schools & Colleges for a period of six years, with a mid-term review. Wahiawa Intermediate School is operating under School/Community-Based Management.

BEST COPY AVAILABLE

Context: School Setting

Student Profile

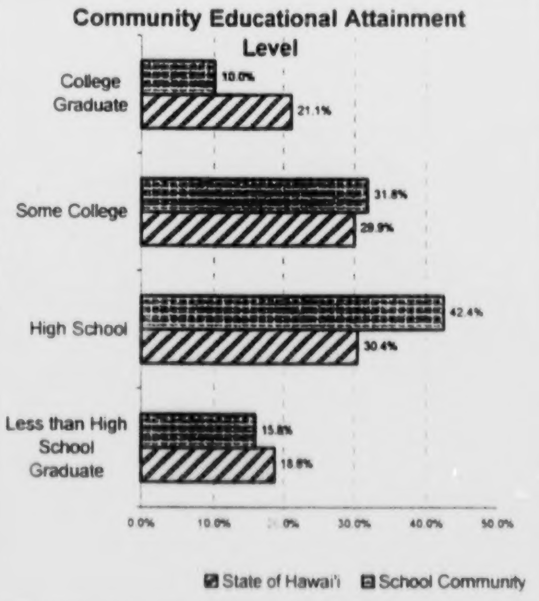
School year ending	*1996*	*1997*	*1998*
Fall enrollment	1084	1034	1001
Number and percent of students enrolled for the entire school year	968	937	871
	89.3%	90.6%	87.0%
Number and percent of students receiving free or reduced-cost lunch	404	463	504
	37.3%	44.8%	50.3%
Number and percent of students in Special Education programs	116	102	85
	10.7%	9.9%	8.5%
Number and percent of students with limited English proficiency	54	67	66
	5.0%	6.5%	6.6%


Student Ethnicity Distribution, School Year Ending 1998

Community Profile *Based on the 1990 U.S. Census*

	School Community	State of Hawai'i
Average family size	2.9	3.6
Percent of households with school age children (4-19)	44.9%	31.8%
Median household income	$30,301	$38,829
Per capita income	$10,849	$15,770
Percent of households with Public Assistance income	9.1%	6.8%
Percent of children (3-19 years) below poverty level	10.8%	11.6%
Percent of children (4-19 years) who are at-risk*	13.9%	2.1%

*Children 4 to 19 years of age, who are not high school graduates, living with mother who is not a high school graduate, is single, divorced or separated, and is below the poverty level.


Community Educational Attainment Level

BEST COPY AVAILABLE

Process: School Priorities

Information about a school's performance is most useful if schoolwide priorities are first identified. This rank ordering of school improvement goals provides a concise and clear sketch of this school's School Improvement Plans over the past three years. A description of school improvement priorities and activities during the school year just completed is given below.

School Year Ending 1996	#1	Staff Development
	#2	Student Attitude
	#3	Accreditation
School Year Ending 1997	#1	Accreditation
	#2	Student Attitude
	#3	Staff Development
School Year Ending 1998	#1	Title I Schoolwide Project
	#2	Student Attitude
	#3	Educational Technology

Priority 1: *Title I Schoolwide Project*

Our school transitioned from a Targeted Assist Title I to a School Wide Title I program. This was a comprehensive plan incorporating the school improvement plan, the Accreditation Recommendations, the Middle School plan and Focus on Learning (FOL). The Program goals and objectives are as follows:

- To improve reading and math skills of all students.
- To provide the staff at WIS with comprehensive and outcome based staff development program for School Wide attainment of our Expected Schoolwide Learning Results (ESLRs).
- To improve the school's learning climate so that all students attain our ESLR's.
- To increase the number of students producing course work with the use of technology.
- To substantively involve parents and the community in helping our students to attain our ESLR's.

Priority 2: *Student Attitude*

One of our school goals is to support a character education program through participation in activities in which students learn to make wise life choices and to interact appropriately with adults and peers. Students continued this program through Guidance Activity Period (GAP) twice a month with every member of the staff being assigned a GAP group including both Vice Principals. The process of adopting a school dress code and the issue of school uniforms was a main focus of school community groups and input from the students was solicited through the GAP sessions. In addition, the following activities were continued or expanded:

- Increased participation in Science Fair, Art Competitions, and Intramural Sports Programs.
- Continued focus on student discipline through the In-School Suspension Program which includes intense counseling and academic support services.
- Increased focus on academics for at-risk and Title I qualifies students through an after-school tutoring program coordinated by the counselors.
- Involvement in nation wide program for race relations by participating in the President's Program on Race Relations through the use of materials supplied by the President's Council.
- Continued participation in HPD's Positive Alternative to Gang Education (PAGE).

Priority 3: *Educational Technology*

The third goal is to increase student literacy in the use of the computer, the Internet, and telecommunications that support learning. During the summer of 1997 a fiber optic backbone was installed throughout the campus including the portables creating a school wide LAN system. The computer teacher participated in the T3 training classes to assist in the transition for the teachers. Teachers were in serviced in staff development sessions on the use of the Internet and the Accepted Use Policy. In addition to the computer lab networked for the Internet, a computer was placed in every classroom. The computer committee worked collaboratively with teachers, students and community members to create a three year Technology Plan. As the school moves toward becoming a Middle School, the implementation and

Process: School Resources

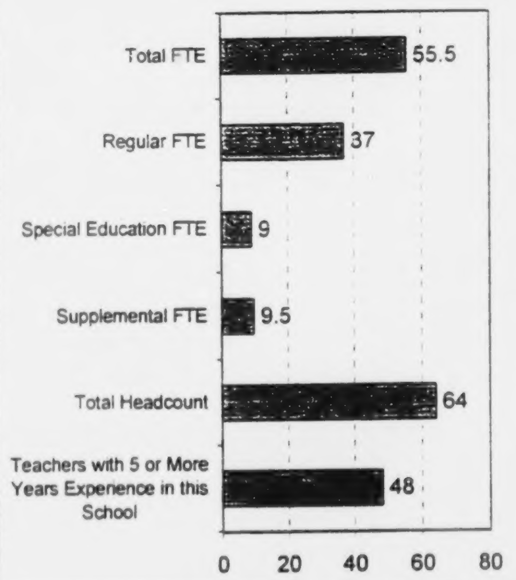
Certified Staff

School year ending 1998

Teaching Staff

Total Full-Time Equivalent (FTE)	55.5
Regular Instruction, FTE	37.0
Special Education, FTE	9.0
Supplemental Instruction, FTE	9.5
Total number of persons assigned to teaching.	64
Teachers with 5 or more years experience in this school	48
Teachers' average years of experience	14.3
Students per Teaching Staff Member	
Regular Instruction	19.7
Special Education	9.4
Administrative and Student Services Staff	
Administration*, FTE	4.5
Librarians, FTE	1.0
Counselors, FTE	4.0
Number of principals at this school in the last five years	1

Teacher Counts



* Administration includes Principals, Vice-Principals, Student Activity Coordinators, Registrars, and Athletic Directors

Facilities

School year ending 1998

Classrooms available	51
Number of classrooms short (-) or over (+)	0

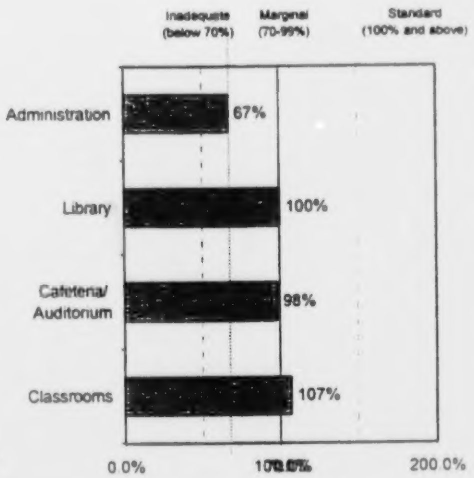
School facilities inspection results

	Score 1	Score 2	Score 3
Grounds			3
Building exterior		2	
Building interior		2	
Equipment/Furnishings			3
Health/Safety			3
Sanitation			3
Total		16	

For each category:
1 = Unacceptable; 2 = Satisfactory; 3 = Very Good

For Total:
6-8 = Unacceptable; 9-15 = Satisfactory; 16-18 = Very Good

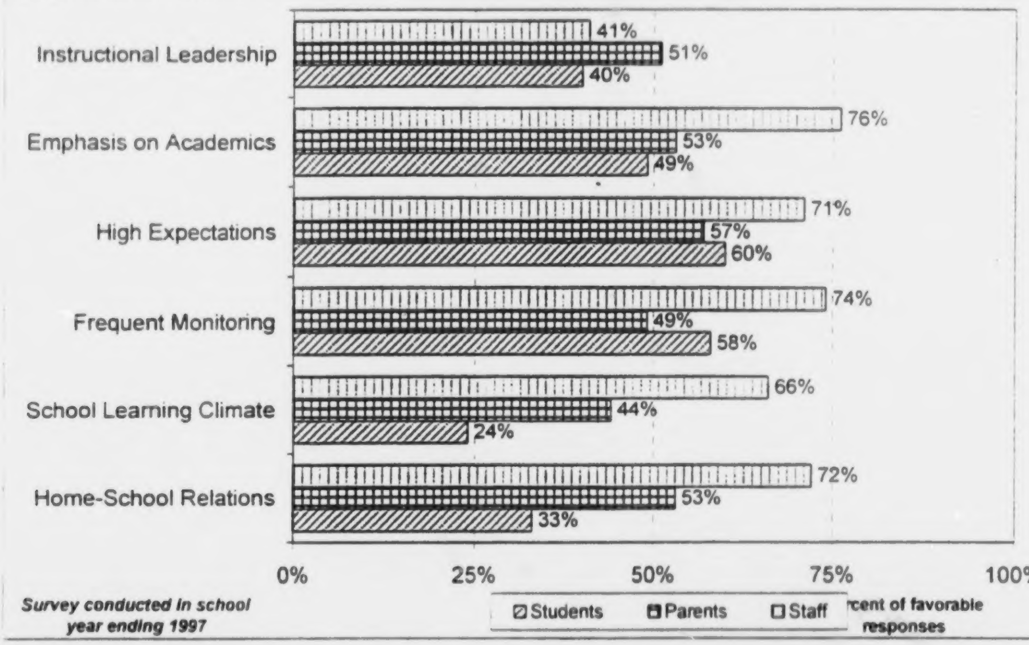
Adequacy of School's Space Compared with State Standards



Outcomes: Vital Signs

Effective School Practices

Effective Schools Survey



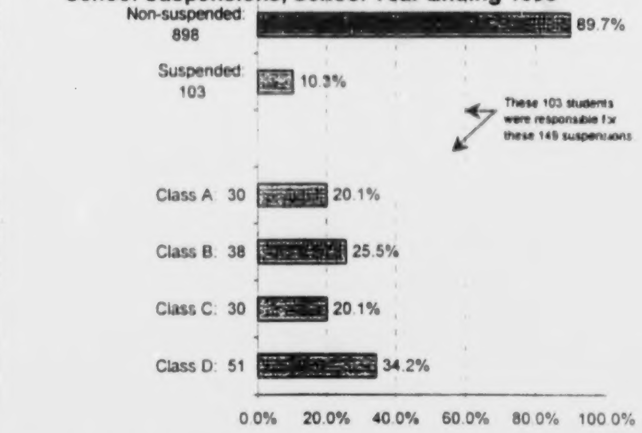
Survey conducted in school year ending 1997

Student Conduct

Attendance and Absences

School Year			State Standard
1995-96	1996-97	1997-98	
Average Daily Attendance: % (higher is better)			
93.1%	92.9%	93.2%	95.0%
Average Daily Absences: in days (lower is better)			
11.9	12.3	11.8	9

School Suspensions, School Year Ending 1998



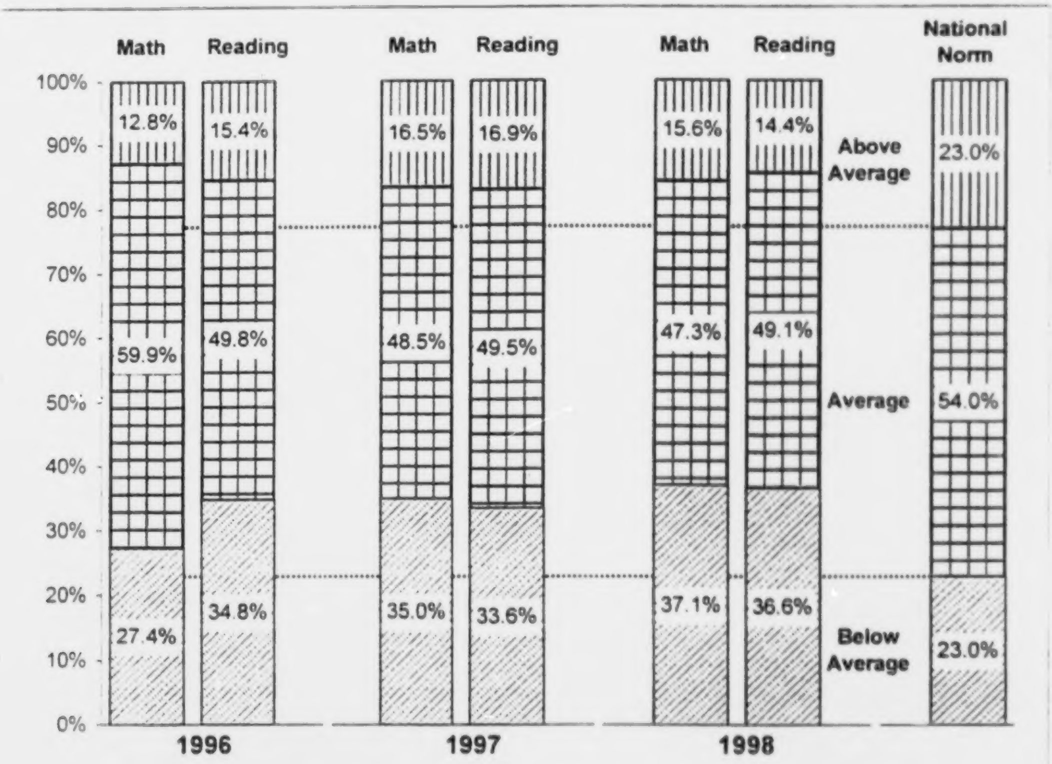
These 103 students were responsible for these 149 suspensions

Examples of class of suspension:

Class A: Burglary, robbery, sale of dangerous drugs
Class B: Disorderly conduct, trespassing
Class C: Class cutting, insubordination, smoking
Class D: Contraband (e.g. possession of tobacco)

Outcomes: Vital Signs

Statewide Testing



Fall 1998
Comprehensive Assessment and Accountability System
School Year 1997-98

Moanalua

Middle School Grades 7-8

School Status and Improvement Report

Content

Focus on School p. 1
School Description p. 1
Context: School Setting p. 2
- **Student Profile**
- **Community**

Process: School p. 3
Process: School p. 4
- **Certified**
- **Facilities**

Outcomes: Vital Signs pp. 5-6
- **Effective School**
- **Student Conduct**
- **Statewide**
- **School**

School Address:
Moanalua Middle School
1289 Mahiole Street
Honolulu, HI 96819

Focus On School

To improve the quality of public schooling and the educational opportunities it affords to Hawai'i's children, we must have regular, understandable accounts of our schools' progress. This *School Status and Improvement Report* has been prepared as part of the Department's Comprehensive Assessment and Accountability System, and in accordance with **§302A-1004**, Hawai'i Revised Statutes, which requires systematic reports to the people about the performance of schools, individually and collectively.

This report includes a description of the school and provides information on the **context**, **process**, and **outcomes** of education at the school for the 1997-98 school year. **Context** information includes a profiling of the student population and school community. **Process** information describes the school's priorities, plans, and action for improvement and indicates the school's staffing levels and the quality and adequacy of facilities. **Outcome** information includes data on effective school practices, attendance, suspensions, standardized test results, and school completion (for high schools).

This report complements ***The Superintendent's Annual Report on School Performance and Improvement in Hawai'i***, which analyzes our schools collectively and in comparison to those of other states. Together, individual school reports and the summary *Superintendent's Report* describe our schools to help us judge them against our evolving State and national standards for school and school system performance.

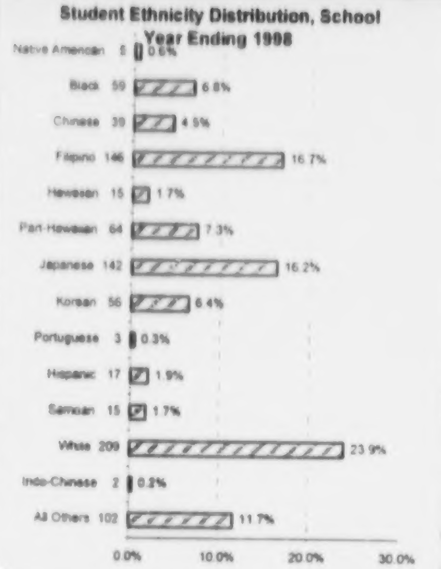
School Description

Moanalua Intermediate School is located on the island of O'ahu about eight miles west of Honolulu and within three miles of the airport. The student population reflects the economic and ethnic diversity of the community, with about one-third of the students being military dependents from Army, Navy, and Coast Guard families. Moanalua Intermediate is known for its clean and attractive campus, caring and supportive staff, parent and community partnerships, exemplary fine arts programs, and high expectations for student achievement. In April 1995, Moanalua became a School/Community-Based Management school committed to shared decision-making. Moanalua Intermediate School was accredited in 1993 by the Western Association of Schools & Colleges for a period of six years.

Context: School Setting

Student Profile

School year ending	*1996*	*1997*	*1998*
Fall enrollment	942	893	868
Number and percent of students enrolled for the entire school year	854	805	795
	90.7%	90.1%	91.6%
Number and percent of students receiving free or reduced-cost lunch	132	155	156
	14.0%	17.4%	18.0%
Number and percent of students in Special Education programs	50	55	68
	5.3%	6.2%	7.8%
Number and percent of students with limited English proficiency	32	40	42
	3.4%	4.5%	4.8%

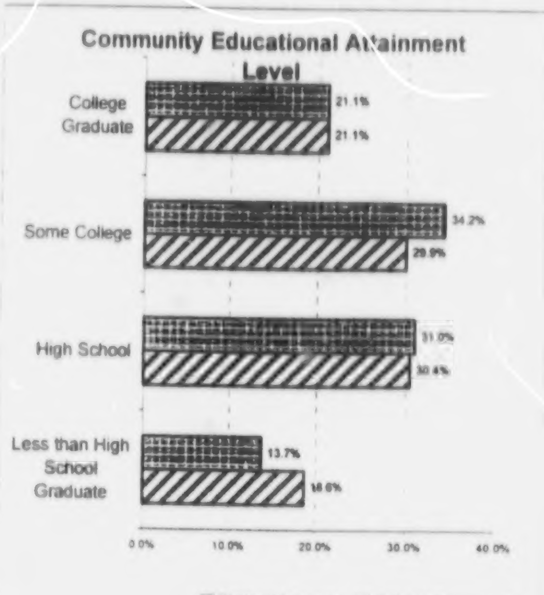


Student Ethnicity Distribution, School Year Ending 1998

Community Profile *Based on the 1990 U.S. Census*

	School Community	State of Hawai'i
Average family size	2.8	3.6
Percent of households with school age children (4-19)	34.2%	31.8%
Median household income	$39,571	$38,829
Per capita income	$16,405	$15,770
Percent of households with Public Assistance income	3.2%	6.8%
Percent of children (3-19 years) below poverty level	4.8%	11.6%
Percent of children (4-19 years) who are at-risk*	11.5%	2.1%

*Children 4 to 19 years of age, who are not high school graduates, living with mother who is not a high school graduate, is single, divorced or separated, and is below the poverty level.



Community Educational Attainment Level

Process: School Priorities

Information about a school's performance is most useful if schoolwide priorities are first identified. This rank ordering of school improvement goals provides a concise and clear sketch of this school's School Improvement Plans over the past three years. A description of school improvement priorities and activities during the school year just completed is given below.

School Year Ending 1996	#1	Student Achievement
	#2	Staff Development
	#3	Parent Involvement/Community Relations
School Year Ending 1997	#1	Student Achievement
	#2	Staff Development
	#3	Parent Involvement/Community Relations
School Year Ending 1998	#1	Student Achievement
	#2	Staff Development
	#3	Parent Involvement/Community Relations

Priority 1: *Student Achievement*

To provide successful learning experiences and improved achievement for all students through effective teaching and diversified programs. All program areas have developed action plans for improved student literacy and learning aligned with the strategic plan for school improvement, identified desired student learning related to the essential content and standards of excellence; and are refining a variety of assessment strategies to measure student achievement on the Hawaii State Performance Standards.

To address the intellectual, physical, social, emotional and developmental needs of the middle level students, MIS has implemented the following middle school components: interdisciplinary teaching teams for all students, shared planning time for teachers, a flexible block schedule and a daily advisory period, service-learning opportunities, heterogeneously grouped classes, tutoring intervention, and a broad range of electives (band orchestra, chorus, arts/crafts, drama, foreign languages, media and yearbook production) to provide exploratory experiences. Initiatives for the 1998-99 school year to support improved student achievement include a *looping* program for students and teachers to stay together on the same interdisciplinary team for more than one year.

Priority 2: *Staff Development*

To utilize the school improvement process (Focus on Learning), the strategic plan, and identified targets for improved student achievement to collect and evaluate student data and measure student outcomes. Teacher-as-researcher efforts to measure student outcomes and achievement included the development of rubrics, portfolios and other assessment tools. All staff members are involved in the *Focus on Learning* self study in preparation for the accreditation visitation in the Spring of 1999. Departments, teams and program areas are collecting evidence of student work to reflect achievement of the *Hawaii Content and Performance Standards*. The four non-instructional staff development days, as well as staff meetings, are used for shared learning time focused on assessment and the effective implementation of the middle school initiatives.

Priority 3: *Parent Involvement / Community Relations*

To involve all role groups in the middle school improvement process focused on improved student literacy and learning success for every student. Parent and community participation is encouraged through the PCNC Facilitator, mailed monthly parent bulletins, PTSA, SAFE Council (SCBM Alliance for Excellence), informational/town meetings with parents, classroom visitations and team meetings, field trips, career presentations, and participation on school/community committees focused on the assessment of student data.

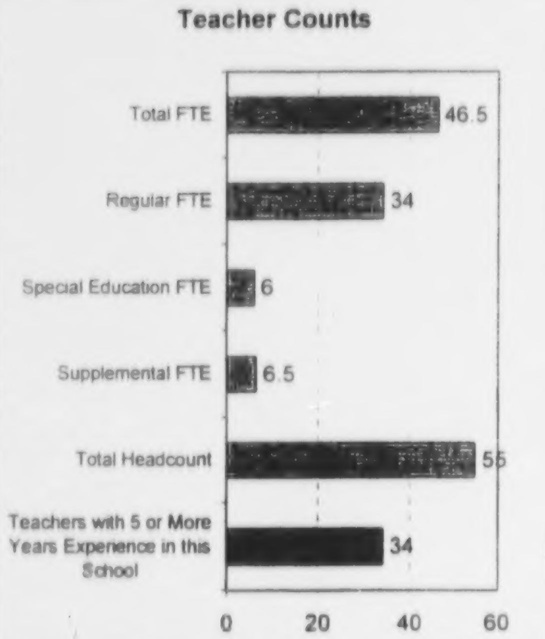
A five year commitment to a growing and multi-dimensional military partnership with the Naval Pacific Meteorology and Oceanography Center has provided career speakers, curriculum support for science classes, reading buddies and a mentoring program, campus beautification, tutoring, and participation in the drug-free school and community *Partnerships with Youth*. The *Partnership with Youth* includes the following community agencies and program who meet regularly to plan and share activities at Moanalua Intermediate School: Honolulu Police Department School Education Detail (PAGE program), Kalihi Palama YMCA Outreach, Army Youth Services, Moanalua Lions Club, City and County Parks and Recreation, and the Moanalua High School PEP

BEST COPY AVAILABLE

Process: School Resources

Certified Staff *School year ending 1998*

Teaching Staff	
Total Full-Time Equivalent (FTE)	46.5
Regular Instruction, FTE	34.0
Special Education, FTE	6.0
Supplemental Instruction, FTE	6.5
Total number of persons assigned to teaching,	55
Teachers with 5 or more years experience in this school	34
Teachers' average years of experience	15.5
Students per Teaching Staff Member	
Regular Instruction	19.8
Special Education	11.3
Administrative and Student Services Staff	
Administration*, FTE	3.5
Librarians, FTE	1.0
Counselors, FTE	3.0
Number of principals at this school in the last five years	1



* Administration includes Principals, Vice-Principals, Student Activity Coordinators, Registrars, and Athletic Directors

Facilities *School year ending 1998*

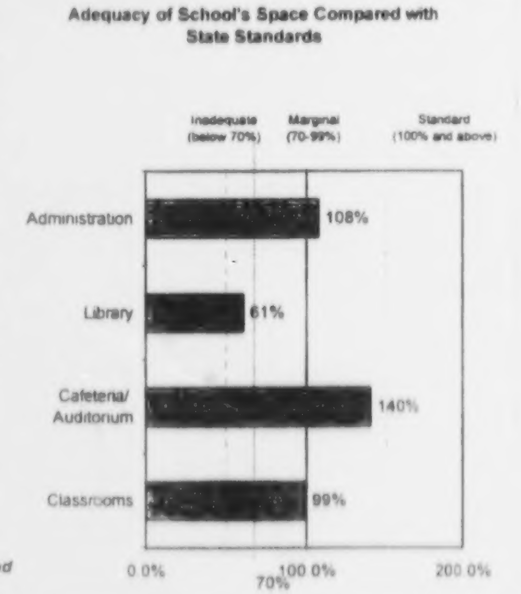
Classrooms available	40
Number of classrooms short (-) or over (+)	-7

School facilities inspection results

	Score 1	2	3
Grounds			3
Building exterior			3
Building interior		2	
Equipment/Furnishings			3
Health/Safety		2	
Sanitation			3
Total		16	

For each category
1 = Unacceptable; 2 = Satisfactory; 3 = Very Good

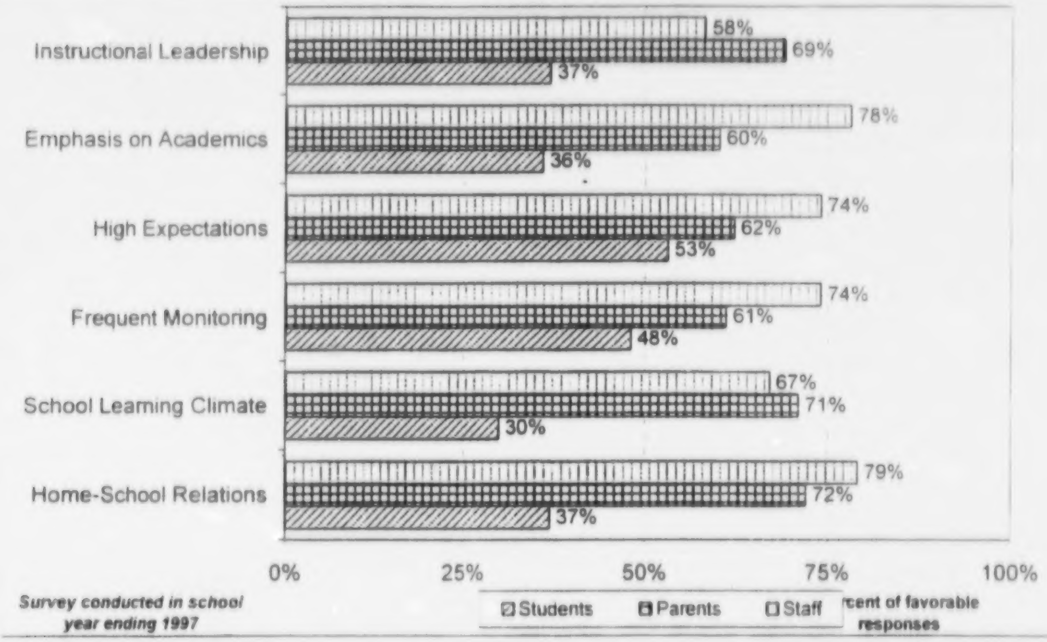
For Total:
6-8 = Unacceptable; 9-15 = Satisfactory; 16-18 = Very Good



Outcomes: Vital Signs

Effective School Practices

Effective Schools Survey



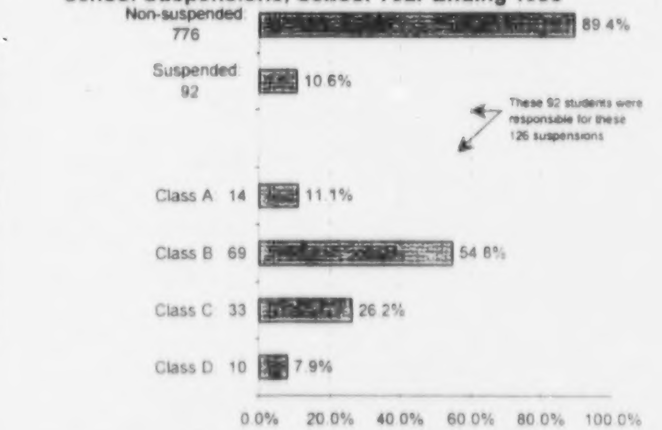
Survey conducted in school year ending 1997

Student Conduct

Attendance and Absences

School Year 1995-96	1996-97	1997-98	State Standard
Average Daily Attendance: % (higher is better)			
95.9%	95.9%	96.2%	95.0%
Average Daily Absences: in days (lower is better)			
7.1	7	6.6	9

School Suspensions, School Year Ending 1998

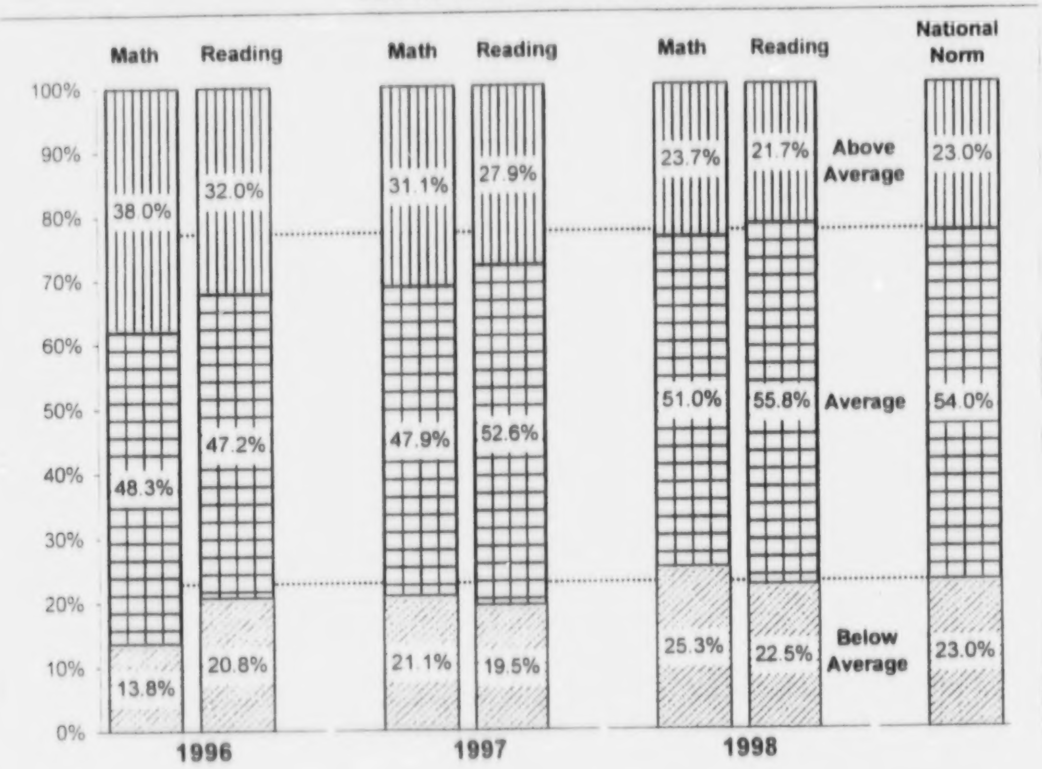


Examples of class of suspension	
	Class A: Burglary, robbery, sale of dangerous drugs
	Class B: Disorderly conduct, trespassing
	Class C: Class cutting, insubordination, smoking
	Class D: Contraband (e.g. possession of tobacco)

Outcomes: Vital Signs

Statewide Testing

Stanford Achievement Test Results: Grade 8



Fall 1998
Comprehensive Assessment and Accountability System
School Year 1997-98

Ilima

Intermediate School Grades 7-8

School Status and Improvement Report

Content

Focus on School p. 1
School Description p. 1
Context: School Setting p. 2
- Student Profile
- Community

Process: School p. 3
Process: School p. 4
- Certified
- Facilities

Outcomes: Vital Signs pp. 5-6
- Effective School
- Student Conduct
- Statewide
- School

School Address:

Ilima Intermediate School
91-884 Fort Weaver Road
'Ewa Beach, HI 96706

Focus On School

To improve the quality of public schooling and the educational opportunities it affords to Hawai'i's children, we must have regular, understandable accounts of our schools' progress. This *School Status and Improvement Report* has been prepared as part of the Department's Comprehensive Assessment and Accountability System, and in accordance with **§302A-1004**, Hawai'i Revised Statutes, which requires systematic reports to the people about the performance of schools, individually and collectively.

This report includes a description of the school and provides information on **the context, process,** and **outcomes** of education at the school for the 1997-98 school year. **Context** information includes a profiling of the student population and school community. **Process** information describes the school's priorities, plans, and action for improvement and indicates the school's staffing levels and the quality and adequacy of facilities. **Outcome** information includes data on effective school practices, attendance, suspensions, standardized test results, and school completion (for high schools).

This report complements ***The Superintendent's Annual Report on School Performance and Improvement in Hawai'i***, which analyzes our schools collectively and in comparison to those of other states. Together, individual school reports and the summary *Superintendent's Report* describe our schools to help us judge them against our evolving State and national standards for school and school system performance.

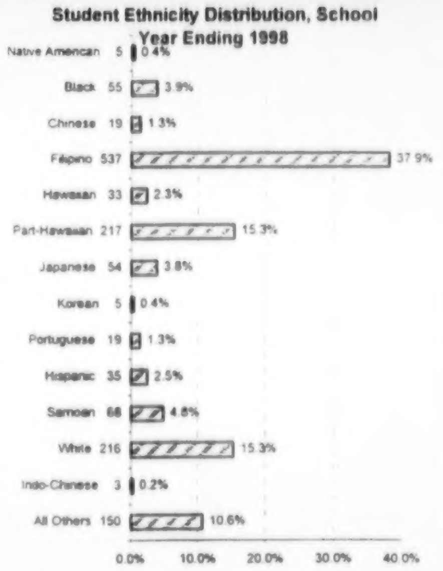
School Description

Ilima Intermediate School is located in the 'Ewa Beach area and serves students from ten feeder schools. The students' families represent a wide variety of ethnic, cultural, and economic backgrounds. There is a stable population of students from families in the community, a transient population of military dependents, and a number of students from immigrant families. The school's programs are tailored to meet the needs of all students. Ilima Intermediate School was accredited in 1995 by the Western Association of Schools & Colleges for a period of six years with a mid-term review. The mid-term review took place in 1998. Ilima Intermediate School is operating under School/Community-Based Management school.

Context: School Setting

Student Profile

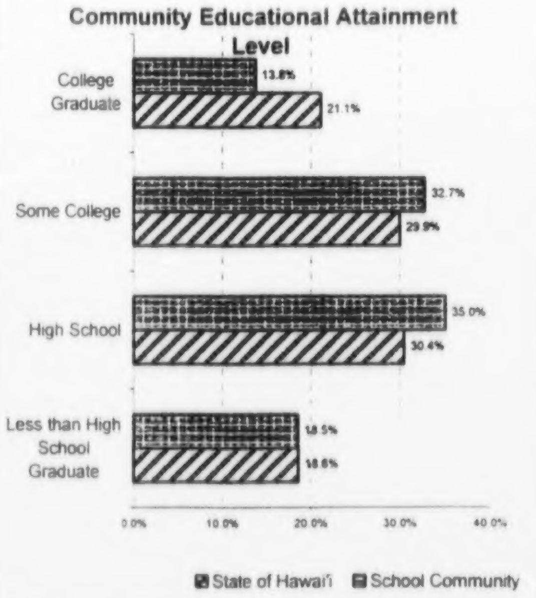
School year ending	*1996*	*1997*	*1998*
Fall enrollment	1212	1322	1412
Number and percent of students enrolled for the entire school year	1149 94.8%	1260 95.3%	1346 95.3%
Number and percent of students receiving free or reduced-cost lunch	392 32.3%	495 37.4%	566 40.1%
Number and percent of students in Special Education programs	142 11.7%	162 12.3%	172 12.2%
Number and percent of students with limited English proficiency	81 6.7%	87 6.6%	110 7.8%


Student Ethnicity Distribution, School Year Ending 1998

Community Profile *Based on the 1990 U.S. Census*

	School Community	State of Hawai'i
Average family size	2.8	3.6
Percent of households with school age children (4-19)	43.3%	31.8%
Median household income	$40,647	$38,829
Per capita income	$12,225	$15,770
Percent of households with Public Assistance income	6.2%	6.8%
Percent of children (3-19 years) below poverty level	6.1%	11.6%
Percent of children (4-19 years) who are at-risk*	7.7%	2.1%

*Children 4 to 19 years of age who are not high school graduates living with mother who is not a high school graduate, is single divorced or separated, and is below the poverty level


Community Educational Attainment Level

BEST COPY AVAILABLE

Process: School Priorities

Information about a school's performance is most useful if schoolwide priorities are first identified. This rank ordering of school improvement goals provides a concise and clear sketch of this school's School Improvement Plans over the past three years. A description of school improvement priorities and activities during the school year just completed is given below.

School Year Ending 1996	#1	Student Achievement
	#2	Student Behavior
	#3	School/Community-Based Management
School Year Ending 1997	#1	School Curriculum
	#2	Student Achievement
	#3	School/Community-Based Management
School Year Ending 1998	#1	Hawai‘i Content and Performance Standards (Alignment)
	#2	Student Achievement
	#3	Student Behavior

Priority 1: *Hawaii Content and Performance Standards (Alignment)*

There were 4 waiver days approved through our SCBM process. The bulk of time on these 4 days was used for alignment to the HCPS. Most of the departments now have a document that clearly lays out curriculum and how it aligns with the standards. Some departments were able to move ahead to look at assessment; to begin looking at how we know what students know and are able to do.

Priority 2: *Student Achievement*

In examining the results of the Spring '97 administration of the SAT, the teaching staff focused on several concepts throughout the curriculum. These were: Textual Reading, Fractions, and Listening Skills. The 10 teams and other staff made a plan on how to include such skills in their curriculum and/or daily contact with students. The end of the year found that these plans were implemented at different levels.

A Behavior Learning Center (BLC) was established to increase support to teachers in the area of discipline. With a program in place to immediately remove the students that were disruptive to classes, teachers were more able to provide quality teaching time.

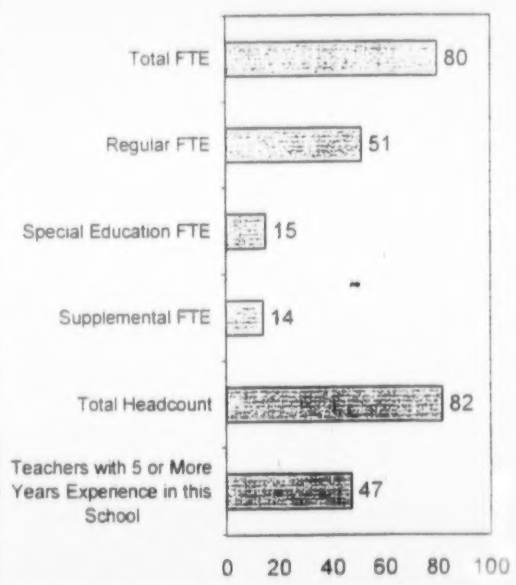
Priority 3: *Student Behavior*

With the establishment of the BLC, there was more focus on student behavior. When students were sent down to the BLC for unacceptable behavior, they were expected to examine their behavior and communicate better ways they could have handled their situation. With this extra intervention in place, the Administration was then free to work with concerns that truly needed administrative attention. Teachers felt that the BLC was helpful, and would like to continue it for the next school year with some modifications.

Process: School Resources

Certified Staff *School year ending 1998*

Teaching Staff	
Total Full-Time Equivalent (FTE)	80.0
Regular Instruction, FTE	51.0
Special Education, FTE	15.0
Supplemental Instruction, FTE	14.0
Total number of persons assigned to teaching	82
Teachers with 5 or more years experience in this school	47
Teachers' average years of experience	10.4
Students per Teaching Staff Member	
Regular Instruction	19.1
Special Education	11.5
Administrative and Student Services Staff	
Administration*, FTE	4.5
Librarians, FTE	2.0
Counselors, FTE	5.0
Number of principals at this school in the last five years	1


Teacher Counts

* Administration includes Principals, Vice-Principals, Student Activity Coordinators, Registrars, and Athletic Directors

Facilities *School year ending 1998*

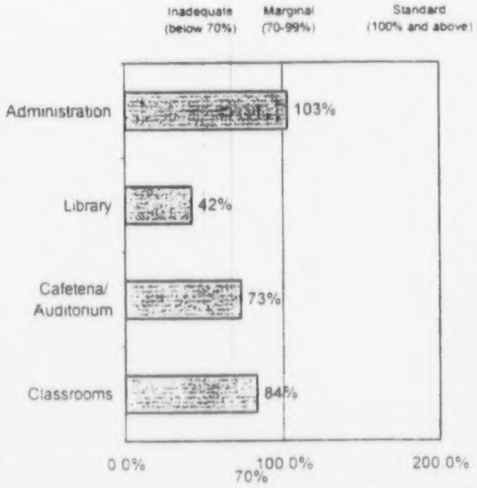
Classrooms available	60
Number of classrooms short (-) or over (+)	-9

School facilities inspection results

	Score 1	Score 2	Score 3
Grounds		2	
Building exterior		2	
Building interior		2	
Equipment/Furnishings		2	
Health/Safety		2	
Sanitation		2	
Total		12	

For each category
1 = Unacceptable, 2 = Satisfactory, 3 = Very Good

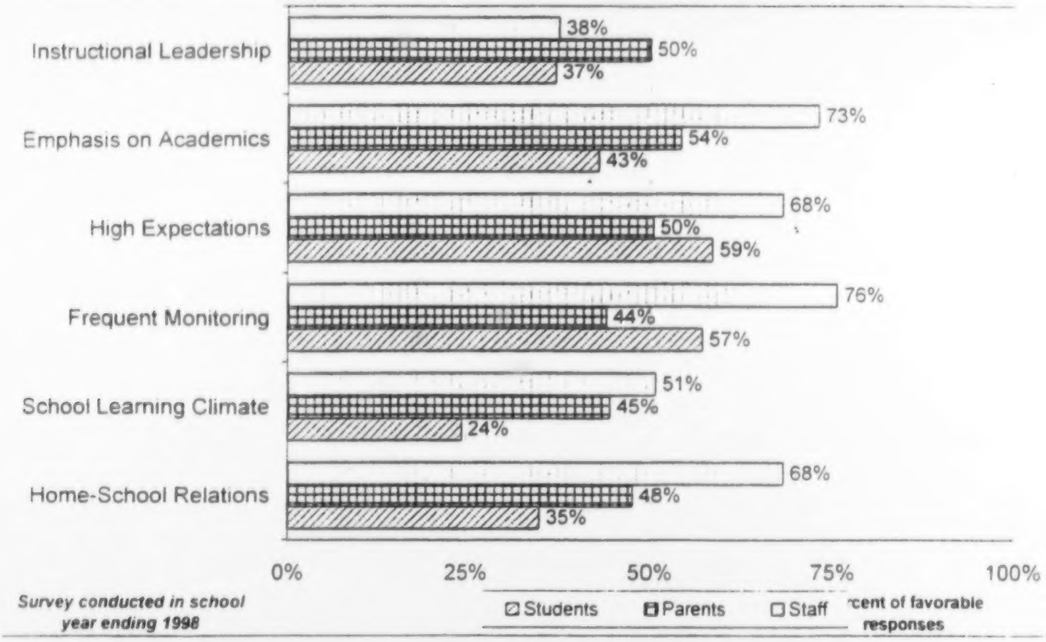
For Total:
6-8 = Unacceptable, 9-15 = Satisfactory, 16-18 = Very Good


Adequacy of School's Space Compared with State Standards

Outcomes: Vital Signs

Effective School Practices

Effective Schools Survey



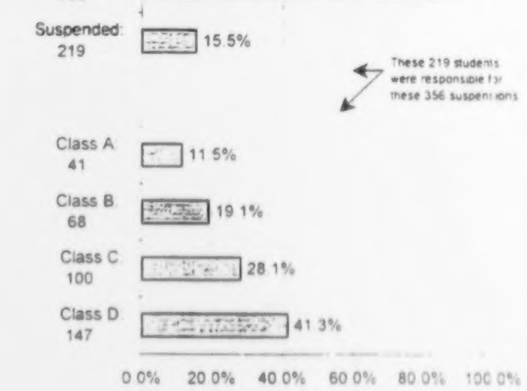
Survey conducted in school year ending 1998

Student Conduct

Attendance and Absences

School Year 1995-96	1996-97	1997-98	State Standard
Average Daily Attendance: % (higher is better)			
92.2%	92.3%	92.2%	95.0%
Average Daily Absences: in days (lower is better)			
13.7	13.5	13.5	9

School Suspensions, School Year Ending 1998



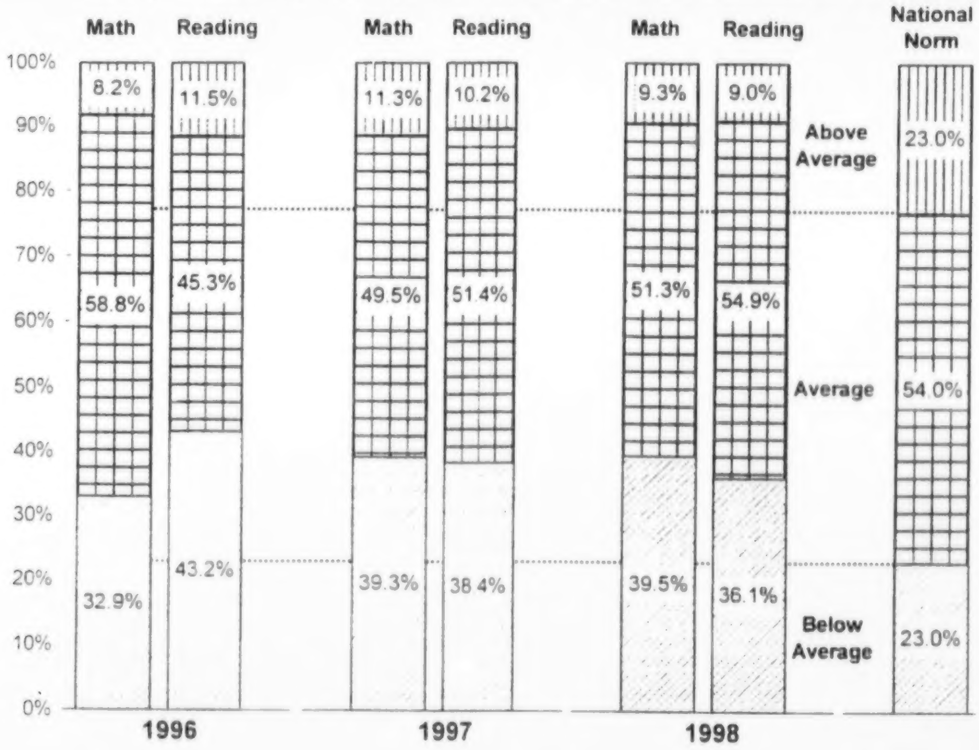
Examples of class of suspension	
	Class A: Burglary, robbery, sale of dangerous drugs
	Class B: Disorderly conduct, trespassing
	Class C: Class cutting, insubordination, smoking
	Class D: Contraband (e.g. possession of tobacco)

BEST COPY AVAILABLE

Outcomes: Vital Signs

Statewide Testing

Stanford Achievement Test Results: Grade 8



Fall 1998
Comprehensive Assessment and Accountability System
School Year 1997-98

Major Sheldon

Wheeler

Intermediate School Grades 7-8

School Status and Improvement Report

Content

Focus on School p. 1

School Description p. 1

Context: School Setting p. 2

- **Student Profile**
- **Community**

Process: School p. 3

Process: School p. 4

- **Certified**
- **Facilities**

Outcomes: Vital Signs pp. 5-6

- **Effective School**
- **Student Conduct**
- **Statewide**
- **School**

School Address:

Wheeler Intermediate School
2 Wheeler Army Airfield
Wahiawa, HI 96786

Focus On School

To improve the quality of public schooling and the educational opportunities it affords to Hawai'i's children, we must have regular, understandable accounts of our schools' progress. This *School Status and Improvement Report* has been prepared as part of the Department's Comprehensive Assessment and Accountability System, and in accordance with **§302A-1004**, Hawai'i Revised Statutes, which requires systematic reports to the people about the performance of schools, individually and collectively.

This report includes a description of the school and provides information on the **context**, **process**, and **outcomes** of education at the school for the 1997-98 school year. **Context** information includes a profiling of the student population and school community. **Process** information describes the school's priorities, plans, and action for improvement and indicates the school's staffing levels and the quality and adequacy of facilities. **Outcome** information includes data on effective school practices, attendance, suspensions, standardized test results, and school completion (for high schools).

This report complements ***The Superintendent's Annual Report on School Performance and Improvement in Hawai'i***, which analyzes our schools collectively and in comparison to those of other states. Together, individual school reports and the summary *Superintendent's Report* describe our schools to help us judge them against our evolving State and national standards for school and school system performance.

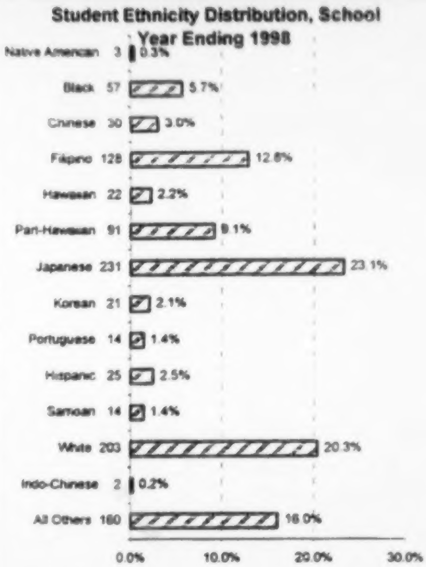
School Description

Located on 11 acres of State property within Wheeler Army Airfield, Wheeler Intermediate School service 7th and 8th grade students from Mililani Town and adjacent areas. Although the school is on a military facility, few of the students are military dependents. The school has three two-story buildings, with facilities for music, art, science, industrial arts, home economics, and physical education. The faculty is capable, stable, and dedicated to meeting the needs of our students through the implementation of middle school components. Major Sheldon Wheeler Intermediate School was accredited in 1998 by the Western Association of Schools & Colleges for a period of six years with a mid-term review and is operating under School/Community-Based Management.

Context: School Setting

Student Profile

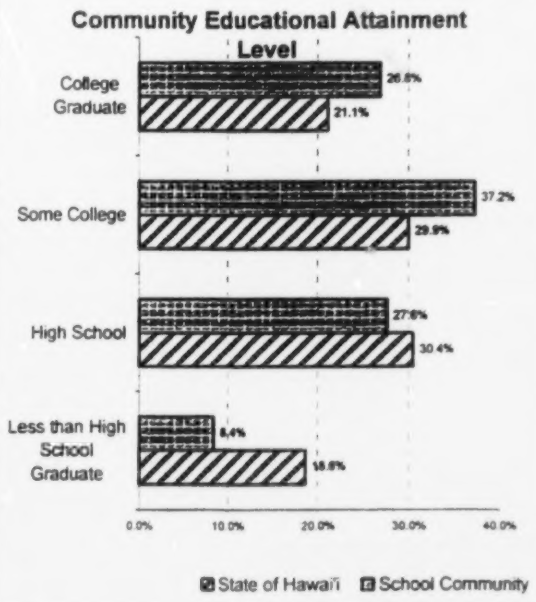
School year ending	*1996*	*1997*	*1998*
Fall enrollment	1051	1012	1008
Number and percent of students enrolled for the entire school year	1006 95.7%	968 95.7%	937 93.0%
Number and percent of students receiving free or reduced-cost lunch	155 14.7%	147 14.5%	158 15.7%
Number and percent of students in Special Education programs	61 5.8%	52 5.1%	76 7.5%
Number and percent of students with limited English proficiency	19 1.8%	16 1.6%	18 1.8%



Community Profile *Based on the 1990 U.S. Census*

	School Community	State of Hawai'i
Average family size	2.8	3.6
Percent of households with school age children (4-19)	44.5%	31.8%
Median household income	$49,089	$38,829
Per capita income	$16,337	$15,770
Percent of households with Public Assistance income	2.9%	6.8%
Percent of children (3-19 years) below poverty level	2.2%	11.6%
Percent of children (4-19 years) who are at-risk*	5.5%	2.1%

*Children 4 to 19 years of age, who are not high school graduates, living with mother who is not a high school graduate, is single, divorced or separated, and is below the poverty level



BEST COPY AVAILABLE

Process: School Priorities

Information about a school's performance is most useful if schoolwide priorities are first identified. This rank ordering of school improvement goals provides a concise and clear sketch of this school's School Improvement Plans over the past three years. A description of school improvement priorities and activities during the school year just completed is given below.

School Year Ending 1996	#1	Staff Development
	#2	School Curriculum
	#3	Hawai‘i Content and Performance Standards (Alignment)
School Year Ending 1997	#1	School Restructuring
	#2	School Curriculum
	#3	Student Achievement
School Year Ending 1998	#1	Accreditation
	#2	School Calendar or Schedule
	#3	School Curriculum

Priority 1: *Accreditation*

The school focused its energies on the Focus on Learning self-study, analyzing and evaluating its programs, resources and curricula and preparing the accreditation report. The focus on learning process, though difficult and time-consuming, pointed out the need areas in the school and helped staff understand what and how students learn and how assessments are used. The involvement and collaboration of the entire school community in the process was an invaluable experience that resulted in the commitment to support the school-wide learning expectations.

Priority 2: *School Calendar*

Because the complex elementary schools had already adopted a modified school calendar and because WIS had opted to remain on the traditional calendar for SY 97-98, the school worked to reach consensus on accepting the complex calendar for SY 98-99. The process for reaching consensus was a learning experience for all the role groups in the school community.

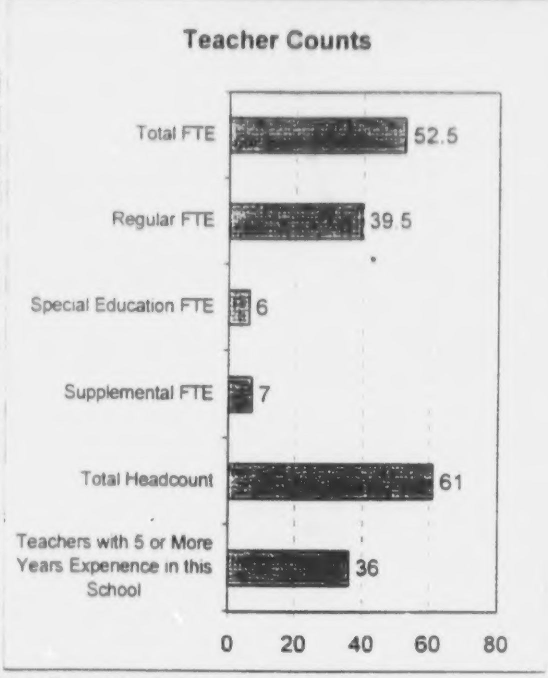
Priority 3: *School Curriculum*

Many teams worked on developing interdisciplinary units using the differentiation strategies, assessment tools, and middle school practices and school-to-work concepts. Departments continued to align their curricula with the state and national standards and some departments, namely BPA and Health, PE and Guidance, took the initiative to seek national standards. Focus centered on aligning school curricula with the standards and the school-wide learning expectations.

Process: School Resources

Certified Staff *School year ending 1998*

Teaching Staff	
Total Full-Time Equivalent (FTE)	52.5
Regular Instruction, FTE	39.5
Special Education, FTE	6.0
Supplemental Instruction, FTE	7.0
Total number of persons assigned to teaching,	61
Teachers with 5 or more years experience in this school	36
Teachers' average years of experience	17.0
Students per Teaching Staff Member	
Regular Instruction	20.0
Special Education	12.7
Administrative and Student Services Staff	
Administration*, FTE	5.5
Librarians, FTE	1.0
Counselors, FTE	4.0
Number of principals at this school in the last five years	2



* Administration includes Principals, Vice-Principals, Student Activity Coordinators, Registrars, and Athletic Directors

Facilities *School year ending 1998*

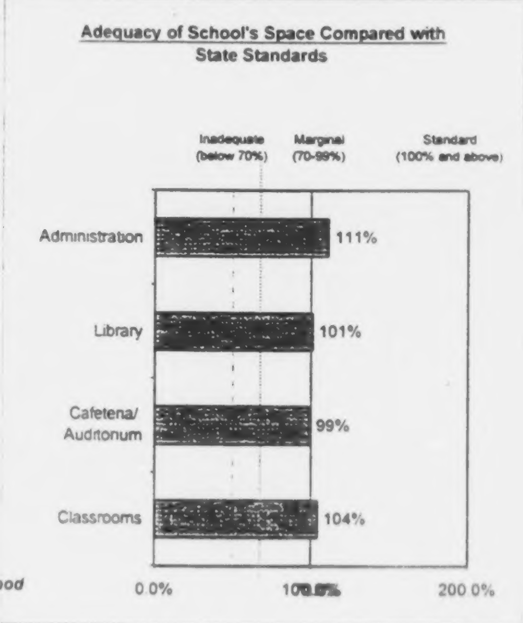
Classrooms available	48
Number of classrooms short (-) or over (+)	0

School facilities inspection results

	Score 1	Score 2	Score 3
Grounds			3
Building exterior			3
Building interior			3
Equipment/Furnishings			3
Health/Safety			3
Sanitation			3
Total		18	

For each category
1 = Unacceptable, 2 = Satisfactory, 3 = Very Good

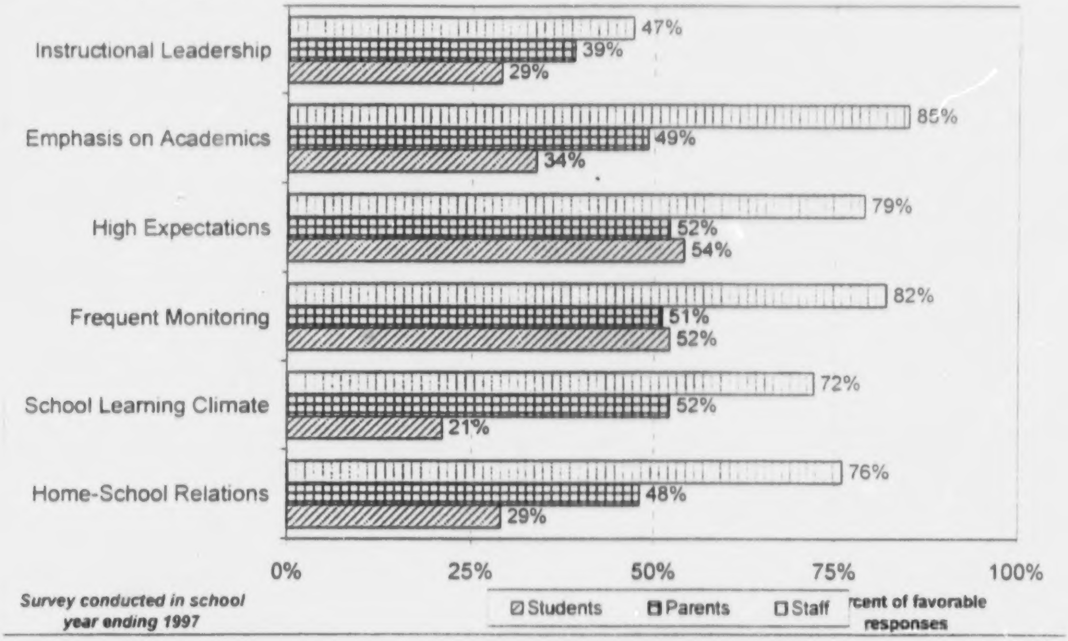
For Total:
6-8 = Unacceptable; 9-15 = Satisfactory; 16-18 = Very Good



Outcomes: Vital Signs

Effective School Practices

Effective Schools Survey



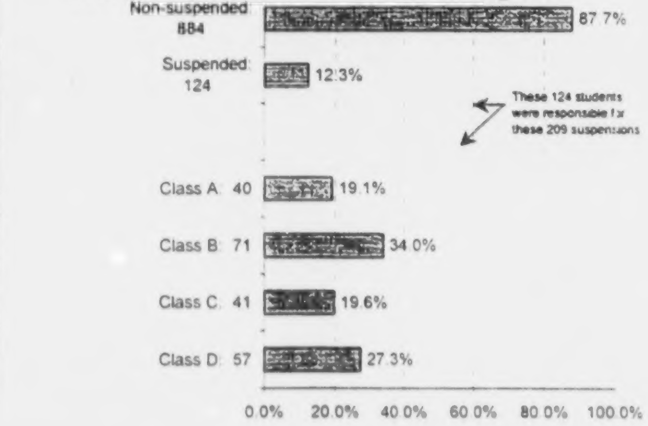
Survey conducted in school year ending 1997

Student Conduct

Attendance and Absences

School Year 1995-96	1996-97	1997-98	*State Standard*
Average Daily Attendance: % (higher is better)			
95.1%	95.1%	95.0%	95.0%
Average Daily Absences: in days (lower is better)			
8.6	8.7	8.9	9

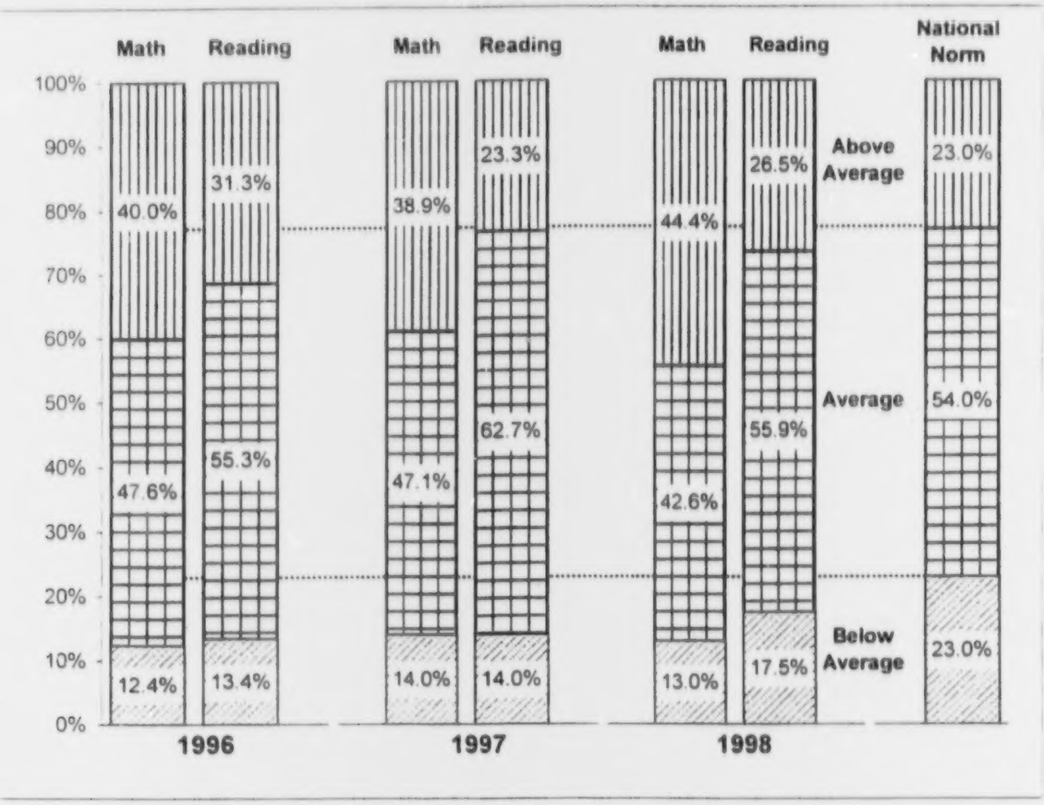
School Suspensions, School Year Ending 1998



Examples of class of suspension	
	Class A Burglary, robbery, sale of dangerous drugs
	Class B Disorderly conduct, trespassing
	Class C Class cutting, insubordination, smoking
	Class D Contraband (e.g. possession of tobacco)

Outcomes: Vital Signs

Statewide Testing



Fall 1998
Comprehensive Assessment and Accountability System
School Year 1997-98

Kailua

Intermediate School Grades 7-8

School Status and Improvement Report

Content

Focus on School p. 1
School Description p. 1
Context: School Setting p. 2
- **Student Profile**
- **Community**

Process: School p. 3
Process: School p. 4
- **Certified**
- **Facilities**

Outcomes: Vital Signs pp. 5-6
- **Effective School**
- **Student Conduct**
- **Statewide**
- **School**

School Address:

Kailua Intermediate School
145 South Kainalu Drive
Kailua, HI 96734

Focus On School

To improve the quality of public schooling and the educational opportunities it affords to Hawai'i's children, we must have regular, understandable accounts of our schools' progress. This *School Status and Improvement Report* has been prepared as part of the Department's Comprehensive Assessment and Accountability System, and in accordance with **§302A-1004**, Hawai'i Revised Statutes, which requires systematic reports to the people about the performance of schools, individually and collectively.

This report includes a description of the school and provides information on the **context**, **process**, and **outcomes** of education at the school for the 1997-98 school year. **Context** information includes a profiling of the student population and school community. **Process** information describes the school's priorities, plans, and action for improvement and indicates the school's staffing levels and the quality and adequacy of facilities. **Outcome** information includes data on effective school practices, attendance, suspensions, standardized test results, and school completion (for high schools).

This report complements ***The Superintendent's Annual Report on School Performance and Improvement in Hawai'i***, which analyzes our schools collectively and in comparison to those of other states. Together, individual school reports and the summary *Superintendent's Report* describe our schools to help us judge them against our evolving State and national standards for school and school system performance.

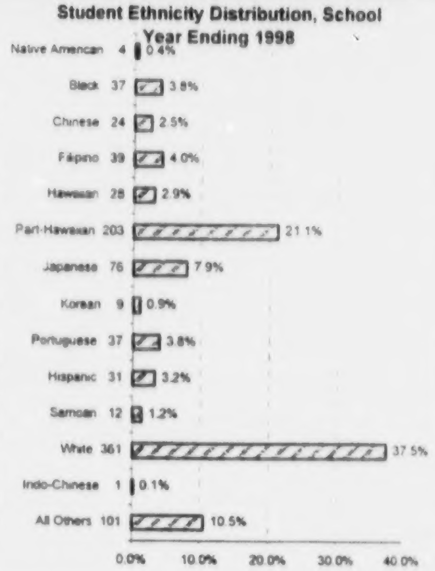
School Description

Kailua Intermediate School provides a positive learning environment which promotes achievement, creativity, self-esteem, respect, satisfaction, and the development of responsible citizenship. Students' needs are met by a varied curriculum, which includes core subjects, electives, guidance, computer technology, wellness and healthy lifestyles, drug prevention, career education, study skills, test-taking skills, and co-curricular activities. The school employs the middle school concepts of teaming, interdisciplinary studies, and computer-assisted instruction. Kailua Intermediate School was accredited in 1993 by the Western Association of Schools & Colleges for a period of six years. Kailua Intermediate School is planning for School/Community-Based Management.

Context: School Setting

Student Profile

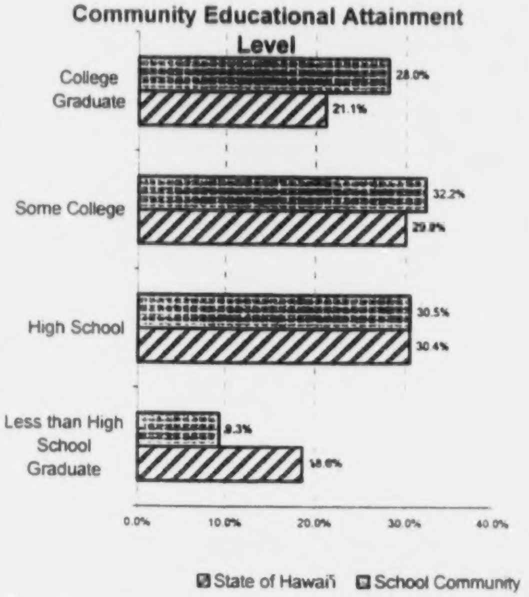
School year ending	1996	1997	1998
Fall enrollment	975	999	965
Number and percent of students enrolled for the entire school year	906	926	884
	92.9%	92.7%	91.6%
Number and percent of students receiving free or reduced-cost lunch	241	199	262
	24.7%	19.9%	27.2%
Number and percent of students in Special Education programs	88	86	81
	9.0%	8.6%	8.4%
Number and percent of students with limited English proficiency	12	15	16
	1.2%	1.5%	1.7%


Student Ethnicity Distribution, School Year Ending 1998

Community Profile *Based on the 1990 U.S. Census*

	School Community	State of Hawai'i
Average family size	3.0	3.6
Percent of households with school age children (4-19)	35.1%	31.8%
Median household income	$51,791	$38,829
Per capita income	$17,952	$15,770
Percent of households with Public Assistance income	3.4%	6.8%
Percent of children (3-19 years) below poverty level	2.8%	11.6%
Percent of children (4-19 years) who are at-risk*	2.5%	2.1%

*Children 4 to 19 years of age, who are not high school graduates, living with mother who is not a high school graduate, is single, divorced or separated, and is below the poverty level.


Community Educational Attainment Level

Process: School Priorities

Information about a school's performance is most useful if schoolwide priorities are first identified. This rank ordering of school improvement goals provides a concise and clear sketch of this school's School Improvement Plans over the past three years. A description of school improvement priorities and activities during the school year just completed is given below.

School Year Ending 1996	#1	Parent Involvement/Community Relations
	#2	Staff Development
	#3	Campus Facilities and Appearance
School Year Ending 1997	#1	School Curriculum
	#2	Educational Technology
	#3	Student Attitude
School Year Ending 1998	#1	Accreditation
	#2	School Curriculum
	#3	Student Attitude

Priority 1: *Accreditation*

Accreditation is a school improvement process consisting of three stages; the school community self-study, a three day visitation by educational role members outside the school and a school-wide action plan follow-up.

•To support its efforts to address high standards and accountability, KIS is seeking a third six-year endorsement of accreditation. The school-community engaged in as series of accreditation self-study activities using the Western Association of Schools and Colleges's, FOL (Focus On Learning). FOL consists of various criteria: School Purpose, Governance, School Improvement Process How Assessment Is Used, Resource Planning and Student Connectedness. This process is used to guide to identify and discuss from the perspective of all stake holders as members of Home, Focus, and Leadership groups;

- School-wide Learning Expectations
- Organization for Student Learning
- Curriculum & Instruction
- Support for Student Personal & Academic Growth
- Major Growth Areas
- Resource Management & Development

Priority 2: *School Curriculum*

•**Middle School Concept**: Continue implementation of interdisciplinary teaching and learning, advisor/advisee and exploratory activities. Continue inclusion for Special Needs Students. Staff development funds expended for collaborative planning and preparation for Focus on Learning.

•**Use of Performance Assessment**: School-wide Science Fair, Pacific Island Pride Day, Geography and Spelling Bees, band performances for feeder schools and Kane'ohe Marine Base.

•Hawaii Content and Performance Standards (HCPS): Taken into account when identifying of KIS learning expectations, major growth areas, school-wide action plan and included during collaborative discussions during FOL, Home, Focus and Leadership group meetings.

•School to Work: Annual Career and Health Symposium. Career Kokua through BPA. Continue implementation of hydroponic component.

•Physical Education: Establish new weight training program and Track & Field extracurricular component.

•Fine Arts: Establish language lab for foreign language.

•Articulation with feeder elementary and high schools to address the K-12 continuum.

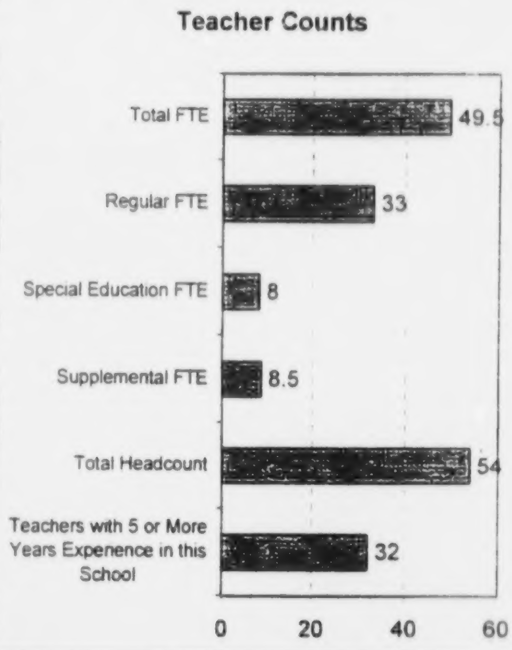
Priority 3: *Student Attitude*

A major outcome of PTSA school and community collaborative efforts, including the nine feeder elementary school, was, the establishment of a Uniform Dress Code implemented during this school year. The dress code which includes an opt-out policy includes, a variety of attire selected and endorsed by students, parents, faculty, staff and administration. Community feedback has been exceptionally positive. Disciplinary referrals for Chapter 19, Class B Offenses have been reduced by about 50%. There have been no mediation activities with Peer Education Program, counselors or administration for inappropriate peer

Process: School Resources

Certified Staff *School year ending 1998*

Teaching Staff	
Total Full-Time Equivalent (FTE)	49.5
Regular Instruction, FTE	33.0
Special Education, FTE	8.0
Supplemental Instruction, FTE	8.5
Total number of persons assigned to teaching	54
Teachers with 5 or more years experience in this school	32
Teachers' average years of experience	9.9
Students per Teaching Staff Member	
Regular Instruction	21.3
Special Education	10.1
Administrative and Student Services Staff	
Administration*, FTE	3.5
Librarians, FTE	1.0
Counselors, FTE	3.0
Number of principals at this school in the last five years	1


Teacher Counts

* Administration includes Principals, Vice-Principals, Student Activity Coordinators, Registrars, and Athletic Directors

Facilities *School year ending 1998*

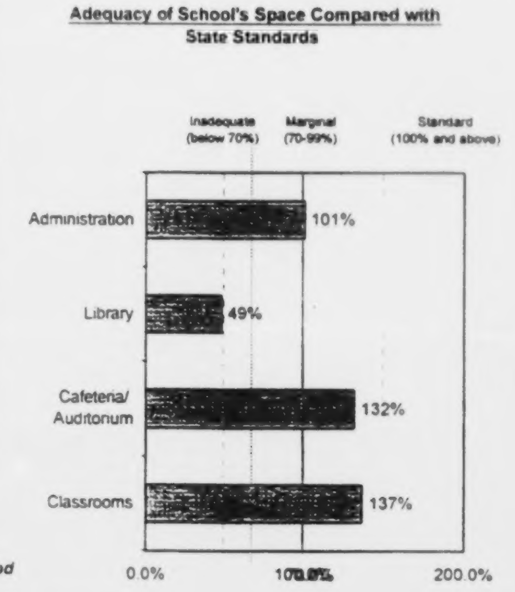
Classrooms available	61
Number of classrooms short (-) or over (+)	9

School facilities inspection results

	Score 1	Score 2	Score 3
Grounds			3
Building exterior		2	
Building interior		2	
Equipment/Furnishings		2	
Health/Safety		2	
Sanitation		2	
Total		13	

For each category
1 = Unacceptable; 2 = Satisfactory; 3 = Very Good

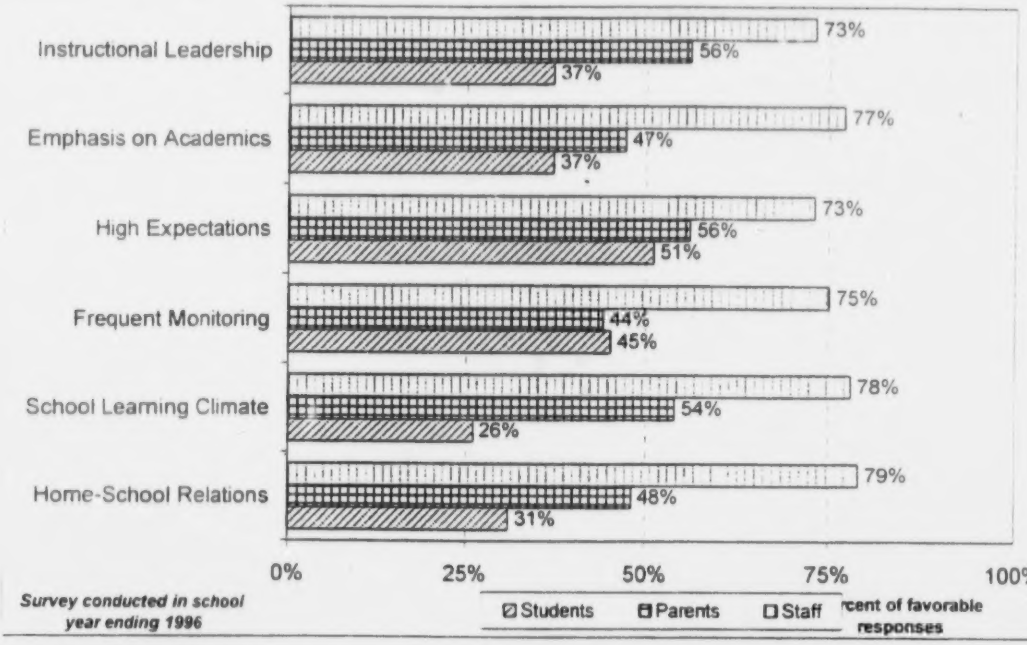
For Total:
6-8 = Unacceptable; 9-15 = Satisfactory; 16-18 = Very Good


Adequacy of School's Space Compared with State Standards

Outcomes: Vital Signs

Effective School Practices

Effective Schools Survey



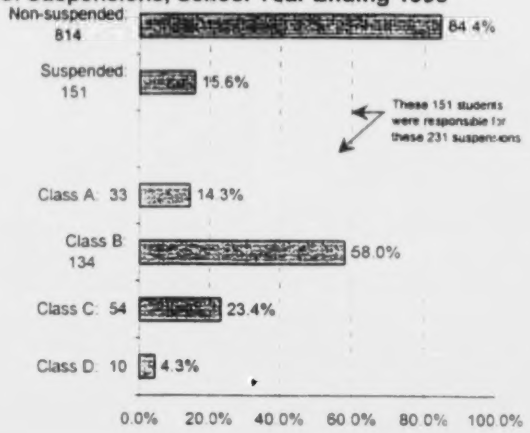
Survey conducted in school year ending 1996

Student Conduct

Attendance and Absences

	School Year			State Standard
	1995-96	1996-97	1997-98	
Average Daily Attendance: % (higher is better)	94.4%	94.2%	94.6%	95.0%
Average Daily Absences: in days (lower is better)	9.9	10.1	9.6	9

School Suspensions, School Year Ending 1998

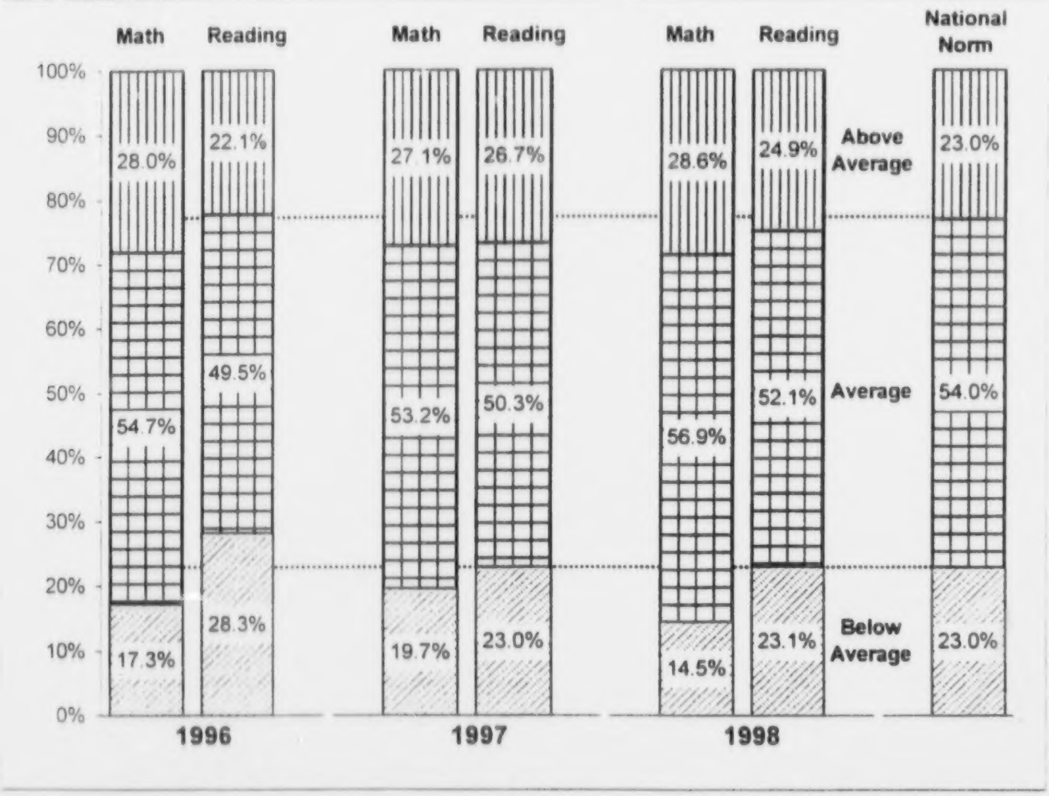


Examples of class of suspension:	Class A: Burglary, robbery, sale of dangerous drugs Class B: Disorderly conduct, trespassing Class C: Class cutting, insubordination, smoking Class D: Contraband (e.g. possession of tobacco)

Outcomes: Vital Signs

Statewide Testing

Stanford Achievement Test Results: Grade 8



Fall 1998
Comprehensive Assessment and Accountability System
School Year 1997-98

Highlands

Intermediate School Grades 7-8

School Status and Improvement Report

Content

Focus on School p. 1

School Description p. 1

Context: School Setting p. 2

- Student Profile
- Community

Process: School p. 3

Process: School p. 4

- Certified
- Facilities

Outcomes: Vital Signs pp. 5-6

- Effective School
- Student Conduct
- Statewide
- School

School Address:

Highlands Intermediate School
1460 Hoolaulea Street
Pearl City, HI 96782

Focus On School

To improve the quality of public schooling and the educational opportunities it affords to Hawai'i's children, we must have regular, understandable accounts of our schools' progress. This *School Status and Improvement Report* has been prepared as part of the Department's Comprehensive Assessment and Accountability System, and in accordance with **§302A-1004**, Hawai'i Revised Statutes, which requires systematic reports to the people about the performance of schools, individually and collectively.

This report includes a description of the school and provides information on the **context**, **process**, and **outcomes** of education at the school for the 1997-98 school year. **Context** information includes a profiling of the student population and school community. **Process** information describes the school's priorities, plans, and action for improvement and indicates the school's staffing levels and the quality and adequacy of facilities. **Outcome** information includes data on effective school practices, attendance, suspensions, standardized test results, and school completion (for high schools).

This report complements ***The Superintendent's Annual Report on School Performance and Improvement in Hawai'i***, which analyzes our schools collectively and in comparison to those of other states. Together, individual school reports and the summary *Superintendent's Report* describe our schools to help us judge them against our evolving State and national standards for school and school system performance.

School Description

Highlands Intermediate School serves the communities of Pearl City, Seaview-Crestview and Waipio-Gentry, and has a diverse student population. It has a fairly stable staff and offers a broad range of courses, from remedial to those for the gifted and talented. Teachers in core subjects are teamed with common students to provide a nurturing environment with positive relationships. The school plans to employ other components of the "Middle School Concept." Highlands Intermediate used the Focus on Learning accreditation self-study process. this year to determine a schoolwide action plan to improve itself in all areas. Through its SCBM Council, Highlands Intermediate waived the state promotion policy and requires students to pass all classes for promotion. With strict enforcement of its dress code, the SCBM Council was able to adopt a School Uniform Policy which will become effective in September, 1998.

Highlands Intermediate School was accredited in 1993 by the Western Association of Schools & Colleges for a period of six years with a mid-term review and is operating under School/Community-Based Management.

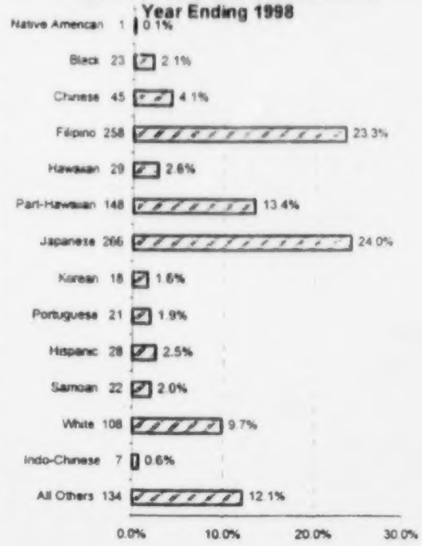
BEST COPY AVAILABLE

Context: School Setting

Student Profile

School year ending	*1996*	*1997*	*1998*
Fall enrollment	1110	1095	1108
Number and percent of students enrolled for the entire school year	1059 95.4%	1038 94.7%	1062 95.8%
Number and percent of students receiving free or reduced-cost lunch	215 19.4%	248 22.6%	230 20.8%
Number and percent of students in Special Education programs	103 9.3%	121 11.0%	128 11.6%
Number and percent of students with limited English proficiency	40 3.6%	29 2.6%	29 2.6%

Student Ethnicity Distribution, School Year Ending 1998

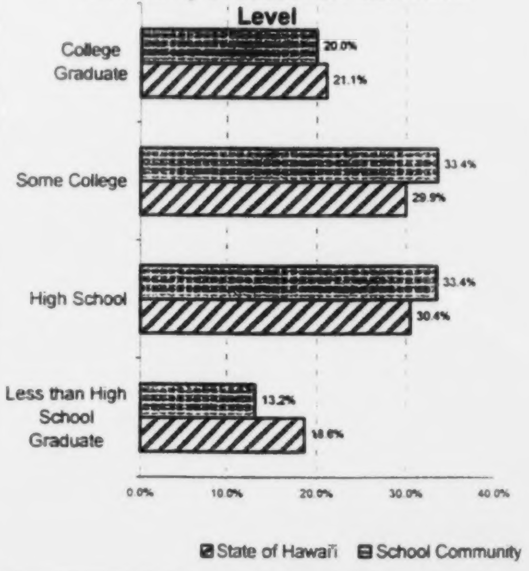


Community Profile *Based on the 1990 U.S. Census*

	School Community	State of Hawai'i
Average family size	2.9	3.6
Percent of households with school age children (4-19)	36.9%	31.8%
Median household income	$51,449	$38,829
Per capita income	$16,587	$15,770
Percent of households with Public Assistance income	3.8%	6.8%
Percent of children (3-19 years) below poverty level	2.1%	11.6%
Percent of children (4-19 years) who are at-risk*	4.6%	2.1%

*Children 4 to 19 years of age, who are not high school graduates, living with mother who is not a high school graduate, is single, divorced or separated, and is below the poverty level.

Community Educational Attainment Level



BEST COPY AVAILABLE

Process: School Priorities

Information about a school's performance is most useful if schoolwide priorities are first identified. This rank ordering of school improvement goals provides a concise and clear sketch of this school's School Improvement Plans over the past three years. A description of school improvement priorities and activities during the school year just completed is given below.

School Year Ending 1996	#1	Student Achievement
	#2	School/Community-Based Management
	#3	Educational Technology
School Year Ending 1997	#1	School/Community-Based Management
	#2	Student Achievement
	#3	Educational Technology
School Year Ending 1998	#1	School Renewal
	#2	Student Achievement
	#3	School/Community-Based Management

Priority 1: *School Renewal*

School Renewal: Highlands Intermediate is in its last year of its previous accreditation term of 6 years with a 3rd year review and used the Focus on Learning process to review its Vision statement and to determine its Effective Schoolwide Learning Results (ESLRs) and schoolwide action plan. In trying to find an effective measure of student learning, about 1/3 of the staff was inserviced on the National Center for Education and the Economy's (NCEE) process to develop criteria and assessment rubrics. Using the Hawaii Content and Performance Standards, teachers are designing instructional units by setting standards and criteria for student work that must be achieved before a student is given credit for doing the work. Students and parents like using standards and recognize the value of requiring students to submit quality work as a way of life.

Priority 2: *Student Achievement*

Student Achievement: The school has determined to focus on improving the communication skills of its students by requiring more writing in all subject areas. Teachers have tried to balance their assignments by requiring students to write, speak, listen and read more. The school has established a policy which requires students to read for the first 10 minutes of each period. Although sometimes questioned about the validity of this requirement by parents, students have shown some progress in their attitude of reading for pleasure and in their ability to read. A pre/post sample of student writing within the school year by the language arts teachers has shown a marked improvement in students' writing skills. It should be noted that the Language Arts teachers are continuing to improve their consistency in using the rubric which they developed. With the initiation of the new promotion policy, student attitudes about previously non-required courses have improved.

Priority 3: *School-Community Based Management*

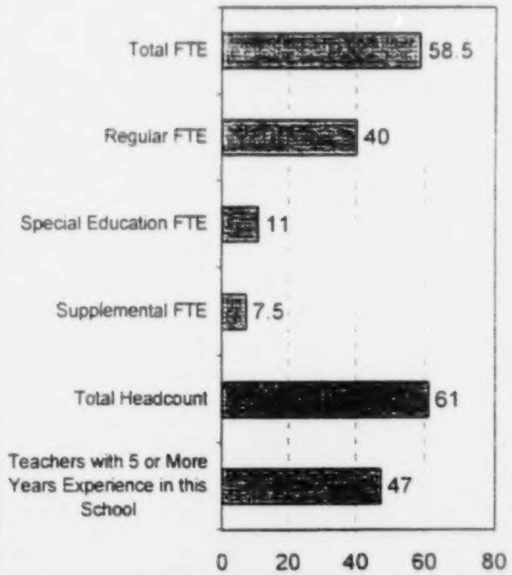
School-Community Based Management: In addition to setting higher academic standards in the classroom with its new promotion policy, Highlands Intermediate has complemented this action with the enforcement of a strict dress code to improve student behavior and dress. Preliminary results indicate a decrease in the number of behavioral referrals, a decrease in Chapter 19 A and B offenses, an increase in school attendance, fewer F grades and a safer campus climate. The SCBM Council also made it possible for the school to have four waiver days to allow the staff to work on the FOL process, visit businesses to familiarize themselves with the requirements of the job market, and most importantly, discuss the purpose of the school and its direction. With the installation of motion

Process: School Resources

Certified Staff *School year ending 1998*

Teaching Staff	
Total Full-Time Equivalent (FTE)	58.5
Regular Instruction, FTE	40.0
Special Education, FTE	11.0
Supplemental Instruction, FTE	7.5
Total number of persons assigned to teaching	61
Teachers with 5 or more years experience in this school	47
Teachers' average years of experience	13.5
Students per Teaching Staff Member	
Regular Instruction	20.6
Special Education	11.6
Administrative and Student Services Staff	
Administration*, FTE	4.5
Librarians, FTE	1.0
Counselors, FTE	5.0
Number of principals at this school in the last five years	1

Teacher Counts



* Administration includes Principals, Vice-Principals, Student Activity Coordinators, Registrars, and Athletic Directors

Facilities *School year ending 1998*

Classrooms available	53
Number of classrooms short (-) or over (+)	0

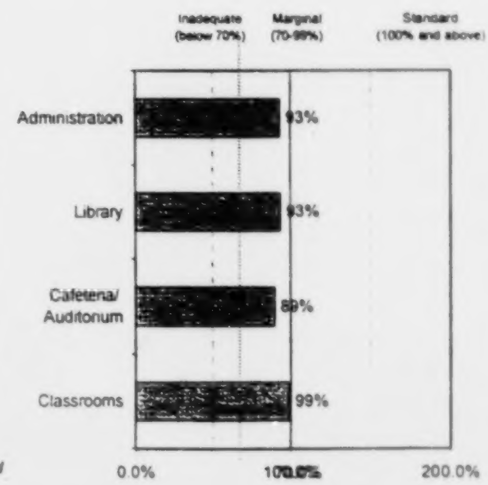
School facilities inspection results

	Score 1	Score 2	Score 3
Grounds		2	
Building exterior	1		
Building interior		2	
Equipment/Furnishings		2	
Health/Safety		2	
Sanitation			3
Total		12	

For each category
1 = Unacceptable, 2 = Satisfactory, 3 = Very Good

For Total:
6-8 = Unacceptable; 9-15 = Satisfactory; 16-18 = Very Good

Adequacy of School's Space Compared with State Standards

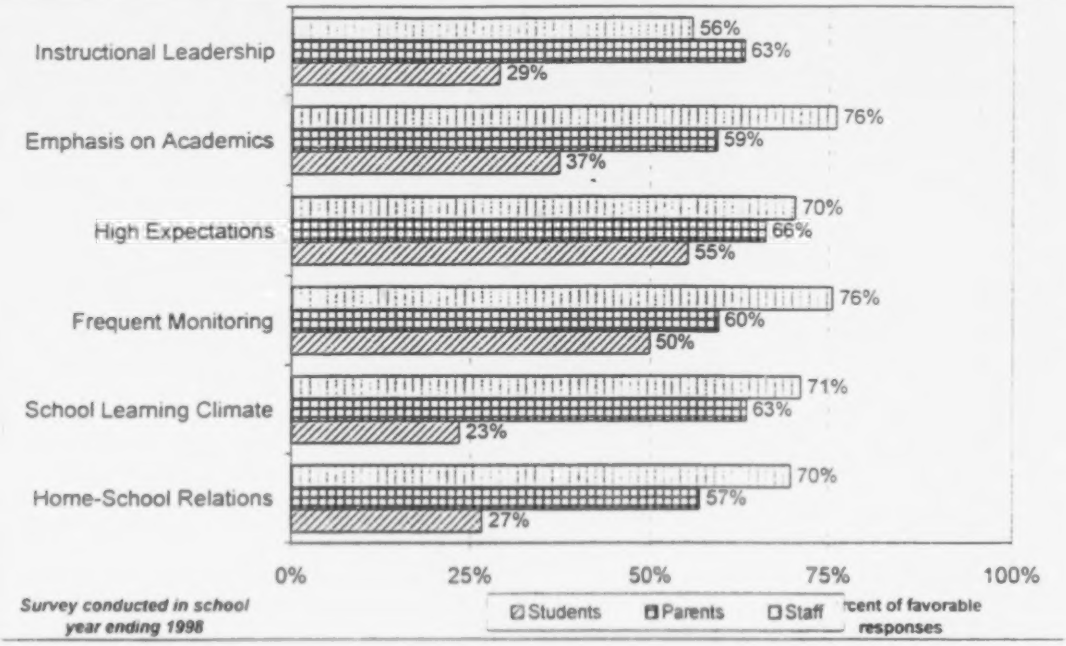


104

Outcomes: Vital Signs

Effective School Practices

Effective Schools Survey



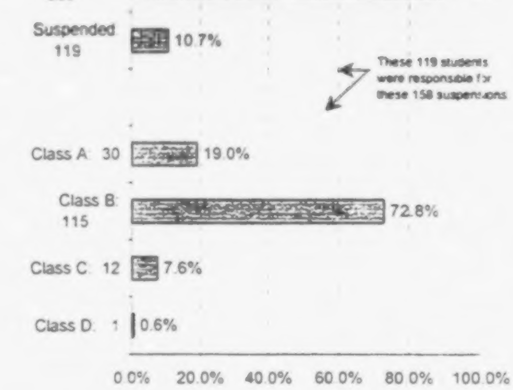
Survey conducted in school year ending 1998

Student Conduct

Attendance and Absences

School Year 1995-96	1996-97	1997-98	*State Standard*
Average Daily Attendance: % (higher is better)			
95.1%	95.4%	95.9%	95.0%
Average Daily Absences: in days (lower is better)			
8.6	8.1	7.3	9

School Suspensions, School Year Ending 1998



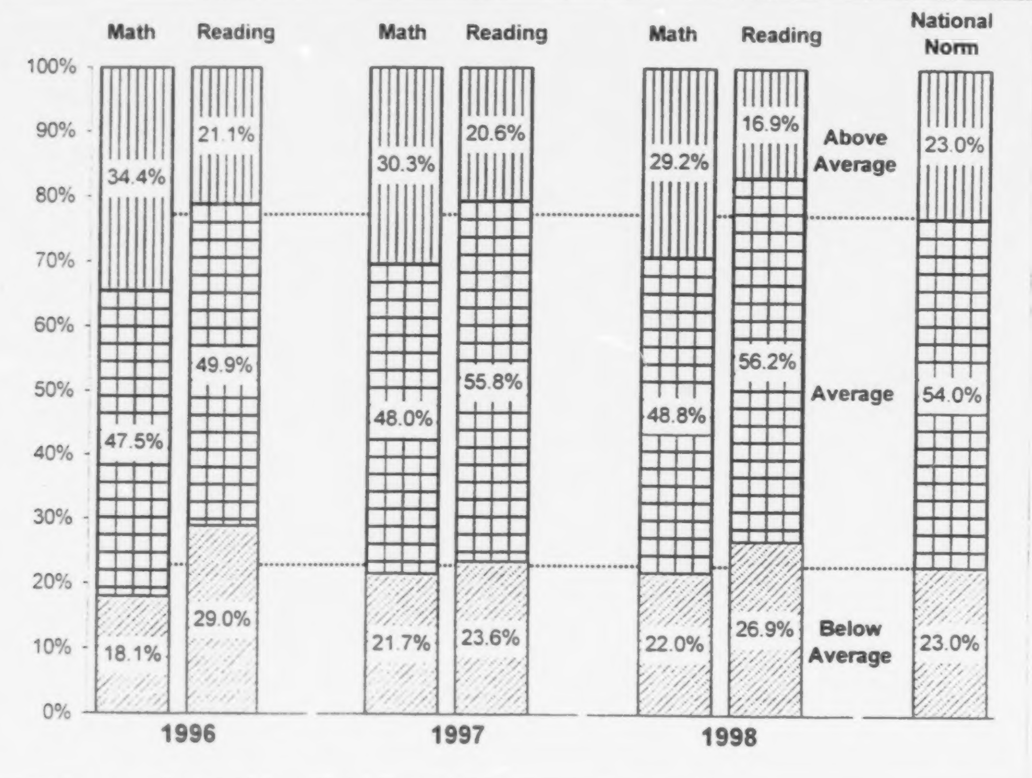
Examples of class of suspension:

Class A: Burglary, robbery, sale of dangerous drugs
Class B: Disorderly conduct, trespassing
Class C: Class cutting, insubordination, smoking
Class D: Contraband (e.g. possession of tobacco)

Outcomes: Vital Signs

Statewide Testing

Stanford Achievement Test Results: Grade 8



Fall 1998
Comprehensive Assessment and Accountability System
School Year 1997-98

`Aiea

Intermediate School Grades 7-8

School Status and Improvement Report

Content

Focus on School p. 1
School Description p. 1
Context: School Setting p. 2
- **Student Profile**
- **Community**

Process: School p. 3
Process: School p. 4
- **Certified**
- **Facilities**

Outcomes: Vital Signs pp. 5-6
- **Effective School**
- **Student Conduct**
- **Statewide**
- **School**

School Address:

`Aiea Intermediate School
99-600 Kulawea Street
`Aiea, HI 96701

Focus On School

To improve the quality of public schooling and the educational opportunities it affords to Hawai`i's children, we must have regular, understandable accounts of our schools' progress. This *School Status and Improvement Report* has been prepared as part of the Department's Comprehensive Assessment and Accountability System, and in accordance with **§302A-1004**, Hawai`i Revised Statutes, which requires systematic reports to the people about the performance of schools, individually and collectively.

This report includes a description of the school and provides information on the **context**, **process**, and **outcomes** of education at the school for the 1997-98 school year. **Context** information includes a profiling of the student population and school community. **Process** information describes the school's priorities, plans, and action for improvement and indicates the school's staffing levels and the quality and adequacy of facilities. **Outcome** information includes data on effective school practices, attendance, suspensions, standardized test results, and school completion (for high schools).

This report complements ***The Superintendent's Annual Report on School Performance and Improvement in Hawai`i***, which analyzes our schools collectively and in comparison to those of other states. Together, individual school reports and the summary *Superintendent's Report* describe our schools to help us judge them against our evolving State and national standards for school and school system performance.

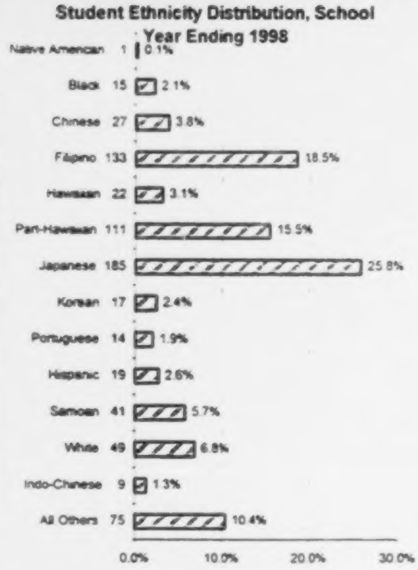
School Description

`Aiea Intermediate School serves the communities of Newtown, Royal Summit, Pearl Ridge, Hillside Terrace, Wailuna, Chateau Newtown, Kumulani, McGrew Point, `Aiea Kai, Enchanted Hills, and Halawa Valley. Almost half of our students' families are federally connected. `Aiea Intermediate School was accredited in 1998 by the Western Association of Schools & Colleges for a period of three years and is operating under School/Community-Based Management.

Context: School Setting

Student Profile

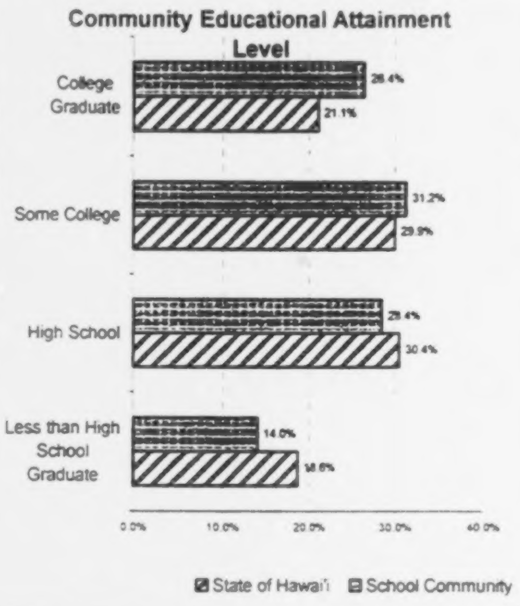
School year ending	*1996*	*1997*	*1998*
Fall enrollment	726	759	719
Number and percent of students enrolled for the entire school year	665	655	655
	91.6%	86.3%	91.1%
Number and percent of students receiving free or reduced-cost lunch	154	173	188
	21.2%	22.8%	26.1%
Number and percent of students in Special Education programs	44	47	51
	6.1%	6.2%	7.1%
Number and percent of students with limited English proficiency	23	37	45
	3.2%	4.9%	6.3%



Community Profile **Based on the 1990 U.S. Census**

	School Community	State of Hawai'i
Average family size	2.8	3.6
Percent of households with school age children (4-19)	29.7%	31.8%
Median household income	$50,701	$38,829
Per capita income	$19,149	$15,770
Percent of households with Public Assistance income	4.4%	6.8%
Percent of children (3-19 years) below poverty level	7.6%	11.6%
Percent of children (4-19 years) who are at-risk*	13.3%	2.1%

*Children 4 to 19 years of age, who are not high school graduates, living with mother who is not a high school graduate, is single, divorced or separated, and is below the poverty level



BEST COPY AVAILABLE

Process: School Priorities

Information about a school's performance is most useful if schoolwide priorities are first identified. This rank ordering of school improvement goals provides a concise and clear sketch of this school's School Improvement Plans over the past three years. A description of school improvement priorities and activities during the school year just completed is given below.

School Year Ending 1996	#1	Staff Development
	#2	School Curriculum
	#3	School/Community-Based Management
School Year Ending 1997	#1	School Restructuring
	#2	Accreditation
	#3	School/Community-Based Management
School Year Ending 1998	#1	School Restructuring
	#2	Accreditation
	#3	School/Community-Based Management

Priority 1: *School Restructuring*

'Aiea Intermediate School Restructuring has resulted in the intermediate school being transformed into a middle school. For the 1997-98 school year, the 7th graders experienced its 2nd year in core teaming. The 8th graders experienced its first year in core teaming. All teachers had a planning period which enabled them to work on interdisciplinary instruction and developing educational opportunities for their students.

Priority 2: *Accreditation*

March 1998, the school was visited by an accreditation team for three and a half days. The Focus On Learning process has aided in the school developing school wide learning results for students. Various focus groups reviewed all aspects of the school and developed the School Action Plan focusing on areas of improvement. The accreditation process work hand in hand with school proposal to implement for school improvement.

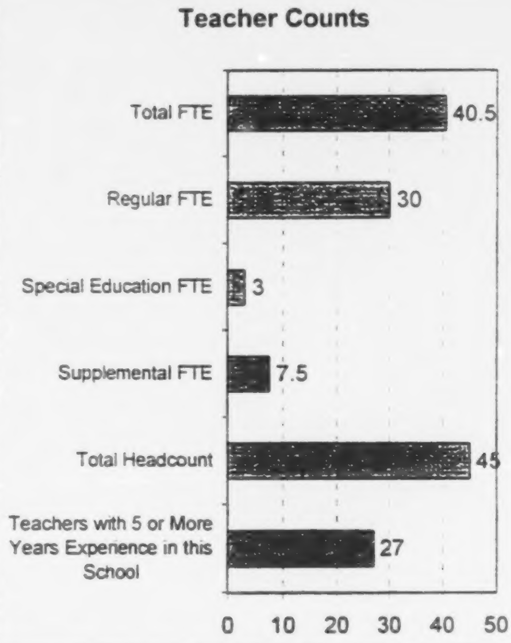
Priority 3: *School/Community-Based Management (SCBM)*

'Aiea Intermediate School Community Based Management Council adopted a student apparel policy for 1998-1999, 1999-2000 school years. Student polo shirts and T-shirts with Aiea logo will be the standard student attire. The council also reviewed modified school year calendar in its on-going attempt to develop a modified school calendar for 'Aiea Intermediate School.

Process: School Resources

Certified Staff *School year ending 1998*

Teaching Staff	
Total Full-Time Equivalent (FTE)	40.5
Regular Instruction, FTE	30.0
Special Education, FTE	3.0
Supplemental Instruction, FTE	7.5
Total number of persons assigned to teaching,	45
Teachers with 5 or more years experience in this school	27
Teachers' average years of experience	15.8
Students per Teaching Staff Member	
Regular Instruction	17.8
Special Education	17.0
Administrative and Student Services Staff	
Administration*, FTE	3.5
Librarians, FTE	1.0
Counselors, FTE	3.0
Number of principals at this school in the last five years	1


Teacher Counts

* Administration includes Principals, Vice-Principals, Student Activity Coordinators, Registrars, and Athletic Directors

Facilities *School year ending 1998*

Classrooms available	42
Number of classrooms short (-) or over (+)	0

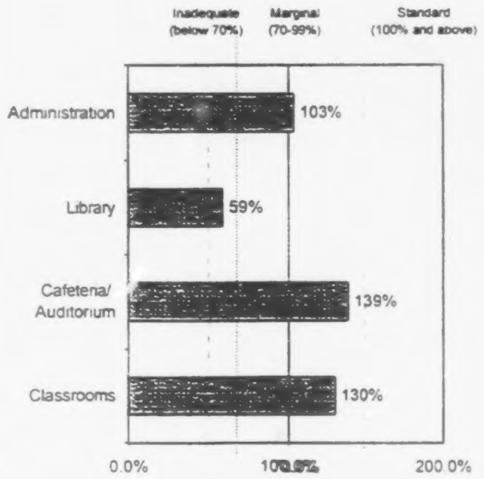
School facilities inspection results

	Score 1	Score 2	Score 3
Grounds			3
Building exterior			3
Building interior			3
Equipment/Furnishings			3
Health/Safety			3
Sanitation			3
Total		18	

For each category:
1 = Unacceptable; 2 = Satisfactory; 3 = Very Good

For Total:
6-8 = Unacceptable; 9-15 = Satisfactory; 16-18 = Very Good

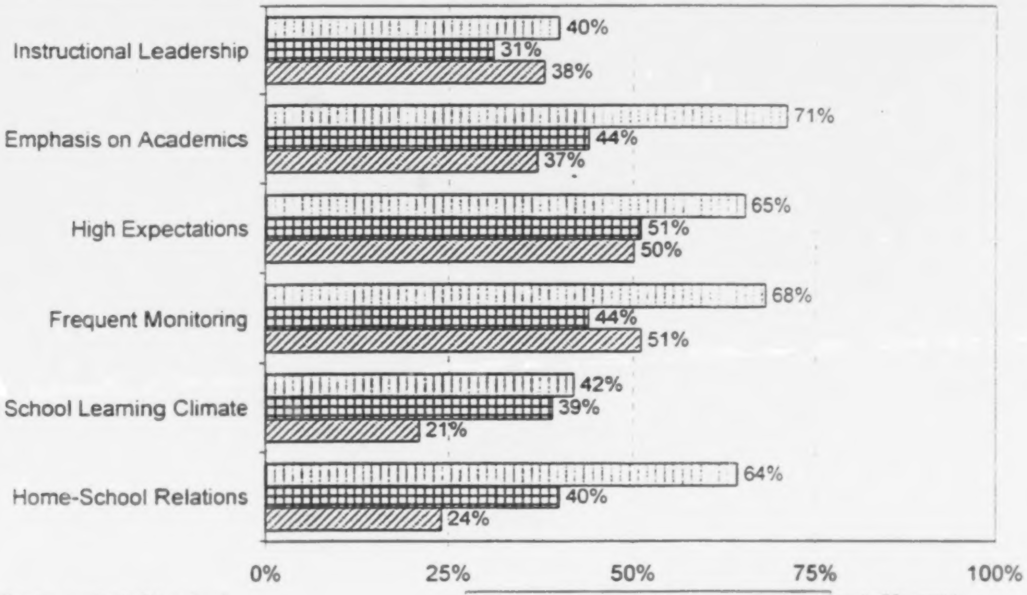
Adequacy of School's Space Compared with State Standards



Outcomes: Vital Signs

Effective School Practices

Effective Schools Survey



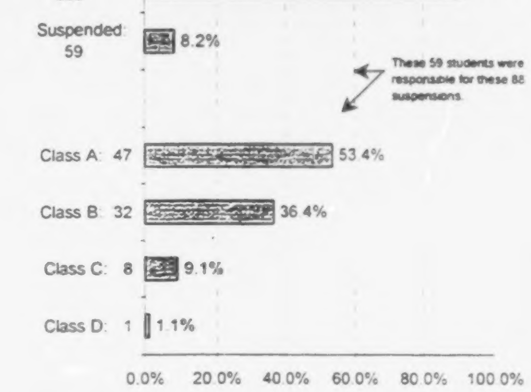
Survey conducted in school year ending 1997

Student Conduct

Attendance and Absences

School Year 1995-96	1996-97	1997-98	State Standard
Average Daily Attendance: % (higher is better)			
92.6%	93.1%	94.0%	95.0%
Average Daily Absences: in days (lower is better)			
13	12.1	10.6	9

School Suspensions, School Year Ending 1998



These 59 students were responsible for these 88 suspensions.

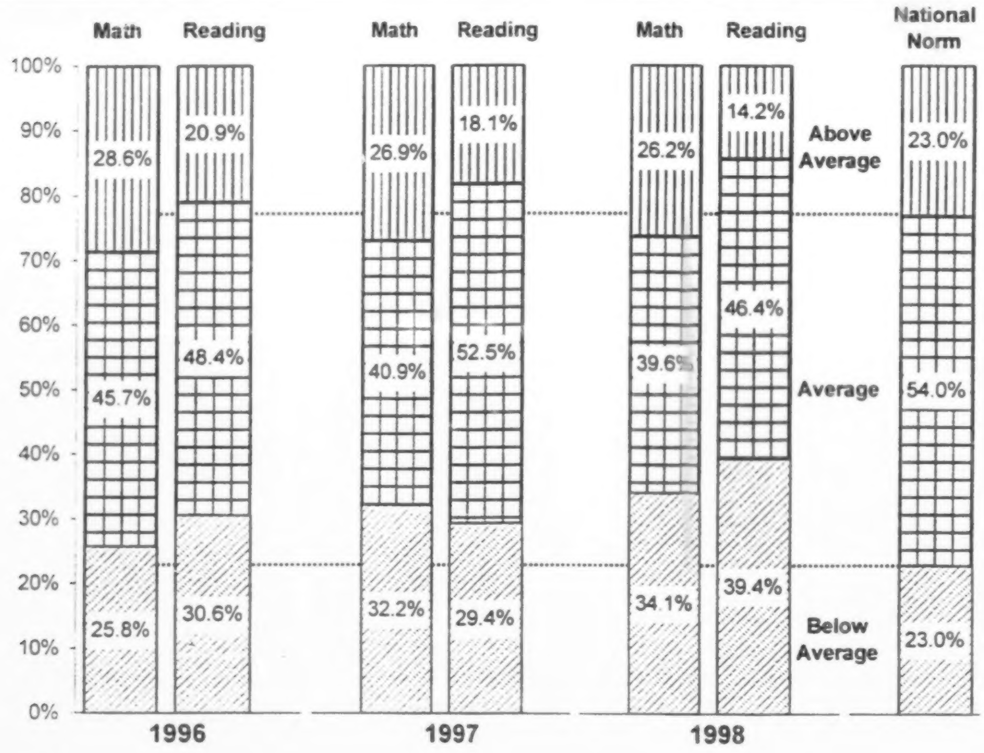
Examples of class of suspension	
	Class A: Burglary, robbery, sale of dangerous drugs
	Class B: Disorderly conduct, trespassing
	Class C: Class cutting, insubordination, smoking
	Class D: Contraband (e.g. possession of tobacco)

BEST COPY AVAILABLE

Outcomes: Vital Signs

Statewide Testing

Stanford Achievement Test Results: Grade 8



Fall 1998
Comprehensive Assessment and Accountability System
School Year 1997-98

Sergeant Samuel K.
Solomon
Elementary School Grades K-6

School Status and Improvement Report

Content

Focus on School p. 1
School Description p. 1
Context: School Setting p. 2
- **Student Profile**
- **Community**

Process: School p. 3
Process: School p. 4
- **Certified**
- **Facilities**

Outcomes: Vital Signs pp. 5-6
- **Effective School**
- **Student Conduct**
- **Statewide**
- **School**

School Address:
Solomon Elementary School
1 Schofield Barracks
Wahiawa, HI 96786

Focus On School

To improve the quality of public schooling and the educational opportunities it affords to Hawai'i's children, we must have regular, understandable accounts of our schools' progress. This *School Status and Improvement Report* has been prepared as part of the Department's Comprehensive Assessment and Accountability System, and in accordance with **§302A-1004**, Hawai'i Revised Statutes, which requires systematic reports to the people about the performance of schools, individually and collectively.

This report includes a description of the school and provides information on the **context**, **process**, and **outcomes** of education at the school for the 1997-98 school year. **Context** information includes a profiling of the student population and school community. **Process** information describes the school's priorities, plans, and action for improvement and indicates the school's staffing levels and the quality and adequacy of facilities. **Outcome** information includes data on effective school practices, attendance, suspensions, standardized test results, and school completion (for high schools).

This report complements ***The Superintendent's Annual Report on School Performance and Improvement in Hawai'i***, which analyzes our schools collectively and in comparison to those of other states. Together, individual school reports and the summary *Superintendent's Report* describe our schools to help us judge them against our evolving State and national standards for school and school system performance.

School Description

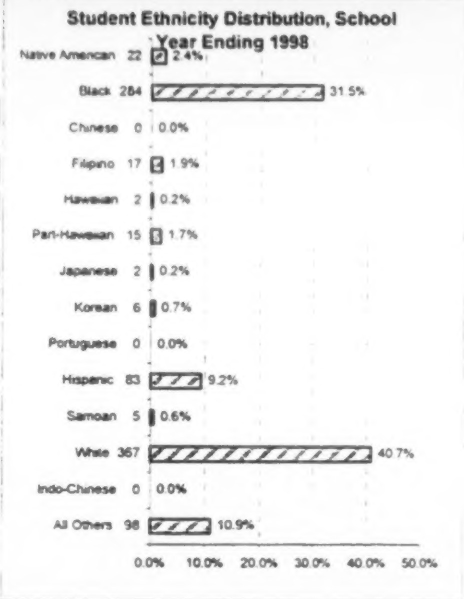
Solomon Elementary School is on the Schofield Barracks Army Base. It was built in 1968 to serve dependents of the junior enlisted soldiers. Samuel K. Solomon Elementary School is planning for School/Community-Based Management.

BEST COPY AVAILABLE

Context: School Setting

Student Profile

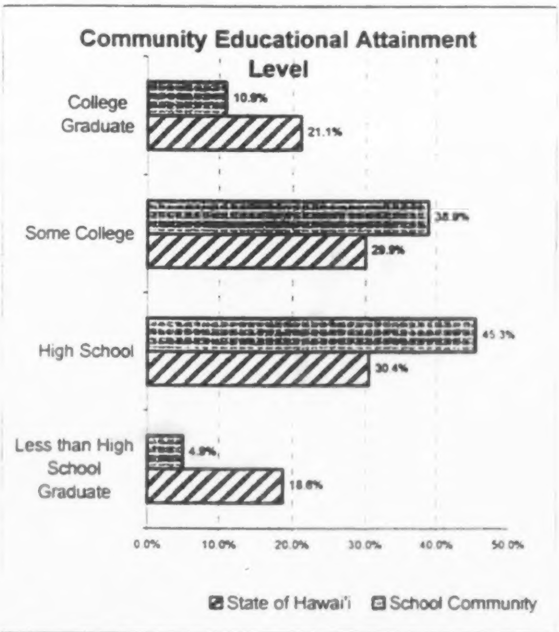
School year ending	*1996*	*1997*	*1998*
Fall enrollment	1116	931	890
Number and percent of students enrolled for the entire school year	830 74.4%	667 71.6%	621 69.8%
Number and percent of students receiving free or reduced-cost lunch	632 56.6%	531 57.0%	472 53.0%
Number and percent of students in Special Education programs	71 6.4%	68 7.3%	57 6.4%
Number and percent of students with limited English proficiency	51 4.6%	40 4.3%	38 4.3%


Student Ethnicity Distribution, School Year Ending 1998

Community Profile *Based on the 1990 U.S. Census*

	School Community	State of Hawai'i
Average family size	3.1	3.6
Percent of households with school age children (4-19)	69.1%	31.8%
Median household income	$23,699	$38,829
Per capita income	$7,817	$15,770
Percent of households with Public Assistance income	6.4%	6.8%
Percent of children (3-19 years) below poverty level	8.5%	11.6%
Percent of children (4-19 years) who are at-risk*	0.0%	2.1%

*Children 4 to 19 years of age, who are not high school graduates, living with mother who is not a high school graduate, is single, divorced or separated, and is below the poverty level.


Community Educational Attainment Level

BEST COPY AVAILABLE

Process: School Priorities

Information about a school's performance is most useful if schoolwide priorities are first identified. This rank ordering of school improvement goals provides a concise and clear sketch of this school's School Improvement Plans over the past three years. A description of school improvement priorities and activities during the school year just completed is given below.

School Year Ending 1996	#1	Staff Development
	#2	School Curriculum
	#3	School/Community-Based Management
School Year Ending 1997	#1	Student Achievement
	#2	Parent Involvement/Community Relations
	#3	School Safety
School Year Ending 1998	#1	Student Achievement
	#2	Parent Involvement/Community Relations
	#3	School Safety

Priority 1: *Student Achievement*

Our major focus is improvement in academic achievement, namely reading and math. As a result, we have inserviced the staff on Success Compact strategies and unit planning. Secondly, we have adopted Dr. E.D. Hirsch's Core Knowledge Sequence as our content guide for 50% of our curriculum. The transition will begin in 1997-98 and take 2-3 years.

Priority 2: *Parent Involvement / Community Relations*

We have a parent facilitator and a helper assigned to increase parental participation in all school as well as parent education.

Priority 3: *School Safety*

We have provided opportunities for our staff to receive classroom management training as well as training in TRIBES.

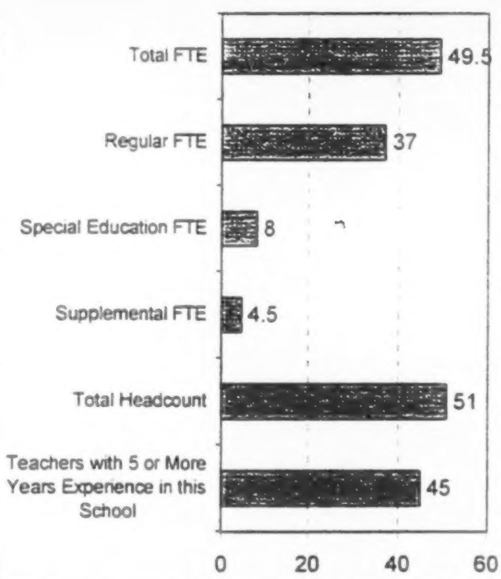
We have also been able to hire a safety aide to help with playground and cafeteria supervision.

Process: School Resources

Certified Staff *School year ending 1998*

Teaching Staff	
Total Full-Time Equivalent (FTE)	49.5
Regular Instruction, FTE	37.0
Special Education, FTE	8.0
Supplemental Instruction, FTE	4.5
Total number of persons assigned to teaching.	51
Teachers with 5 or more years experience in this school	45
Teachers' average years of experience	17.4
Students per Teaching Staff Member	
Regular Instruction	20.1
Special Education	7.1
Administrative and Student Services Staff	
Administration*, FTE	2.0
Librarians, FTE	1.0
Counselors, FTE	2.0
Number of principals at this school in the last five years	1

Teacher Counts



* Administration includes Principals, Vice-Principals, Student Activity Coordinators, Registrars, and Athletic Directors

Facilities *School year ending 1998*

Classrooms available	64
Number of classrooms short (-) or over (+)	12

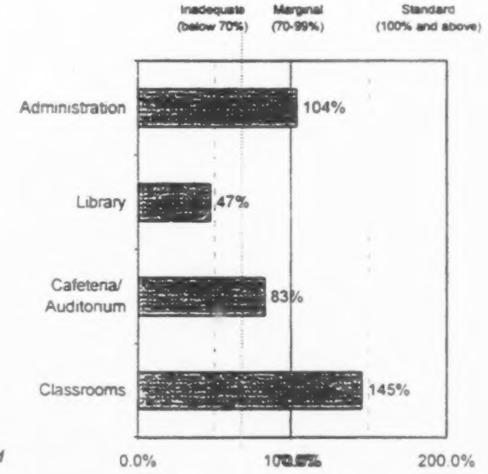
School facilities inspection results

	Score 1	Score 2	Score 3
Grounds		2	
Building exterior		2	
Building interior		2	
Equipment/Furnishings		2	
Health/Safety		2	
Sanitation		2	
Total		12	

For each category
1 = Unacceptable; 2 = Satisfactory; 3 = Very Good

For Total:
6-8 = Unacceptable; 9-15 = Satisfactory; 16-18 = Very Good

Adequacy of School's Space Compared with State Standards

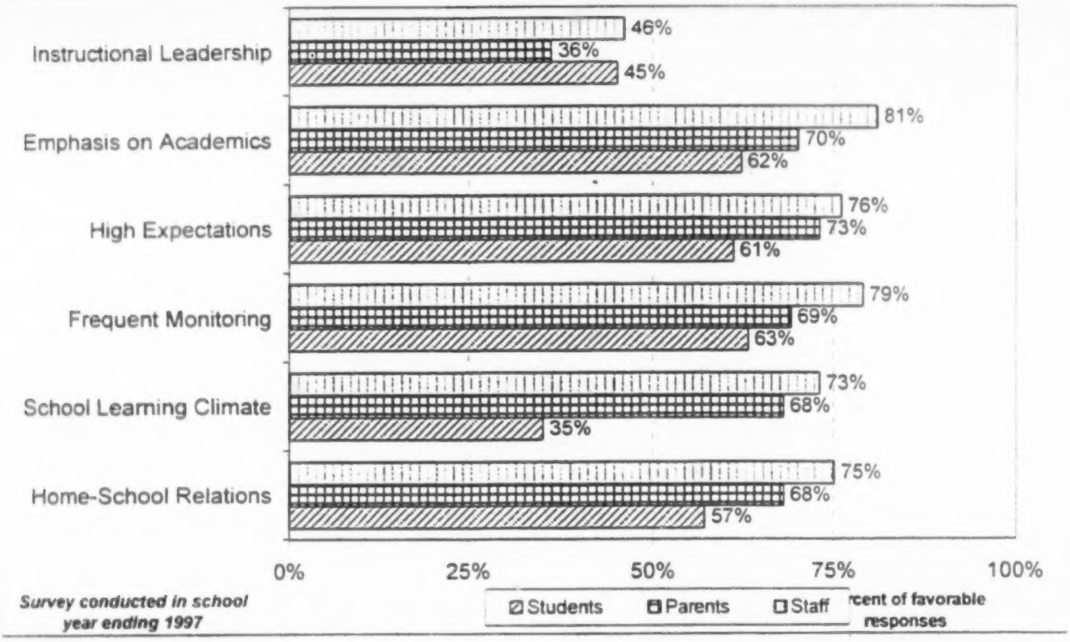


BEST COPY AVAILABLE

Outcomes: Vital Signs

Effective School Practices

Effective Schools Survey



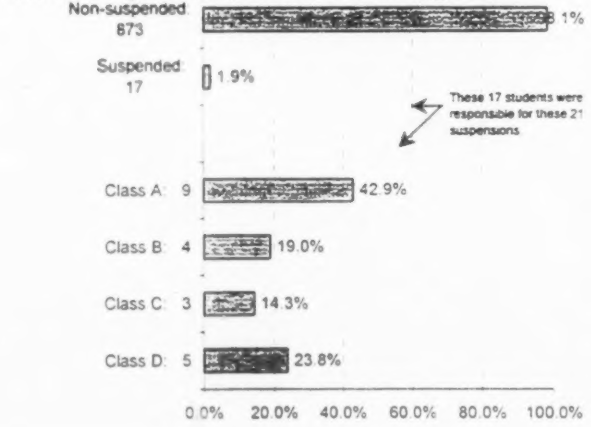
Survey conducted in school year ending 1997

Student Conduct

Attendance and Absences

School Year			State Standard
1995-96	1996-97	1997-98	
Average Daily Attendance: % (higher is better)			
96.2%	95.5%	95.9%	95.0%
Average Daily Absences: in days (lower is better)			
6.7	7.8	7.3	9

School Suspensions, School Year Ending 1998



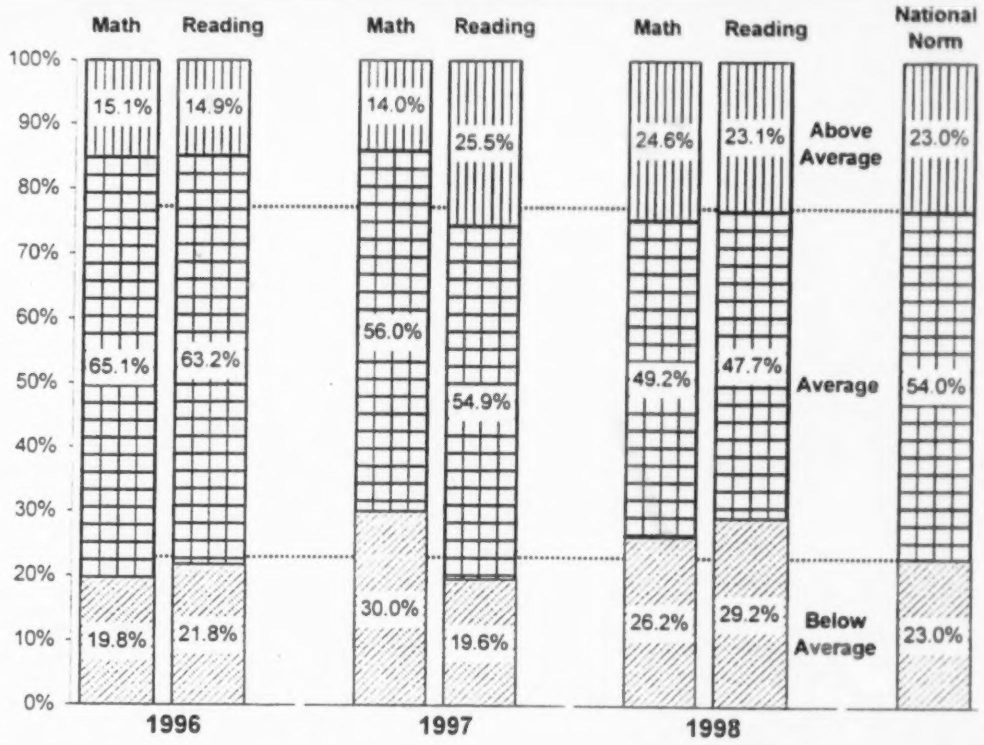
Examples of class of suspension	
	Class A: Burglary, robbery, sale of dangerous drugs
	Class B: Disorderly conduct, trespassing
	Class C: Class cutting, insubordination, smoking
	Class D: Contraband (e.g. possession of tobacco)

BEST COPY AVAILABLE

Outcomes: Vital Signs

Statewide Testing

Stanford Achievement Test Results: Grade 6



Fall 1998
Comprehensive Assessment and Accountability System
School Year 1997-98

Hale Kula

Elementary School Grades K-6

School Status and Improvement Report

Content

Focus on School	**p. 1**
School Description	**p. 1**
Context: School Setting	**p. 2**
✧ **Student Profile**	
✧ **Community**	
Process: School	**p. 3**
Process: School	**p. 4**
✧ **Certified**	
✧ **Facilities**	
Outcomes: Vital Signs	**pp. 5-6**
✧ **Effective School**	
✧ **Student Conduct**	
✧ **Statewide**	
✧ **School**	

School Address:

Hale Kula Elementary School
Wai anae & Ayers Avenues
Wahiawa, HI 96786

Focus On School

To improve the quality of public schooling and the educational opportunities it affords to Hawai`i's children, we must have regular, understandable accounts of our schools' progress. This *School Status and Improvement Report* has been prepared as part of the Department's Comprehensive Assessment and Accountability System, and in accordance with **§302A-1004**, Hawai`i Revised Statutes, which requires systematic reports to the people about the performance of schools, individually and collectively.

This report includes a description of the school and provides information on the **context**, **process**, and **outcomes** of education at the school for the 1997-98 school year. **Context** information includes a profiling of the student population and school community. **Process** information describes the school's priorities, plans, and action for improvement and indicates the school's staffing levels and the quality and adequacy of facilities. **Outcome** information includes data on effective school practices, attendance, suspensions, standardized test results, and school completion (for high schools).

This report complements ***The Superintendent's Annual Report on School Performance and Improvement in Hawai`i***, which analyzes our schools collectively and in comparison to those of other states. Together, individual school reports and the summary *Superintendent's Report* describe our schools to help us judge them against our evolving State and national standards for school and school system performance.

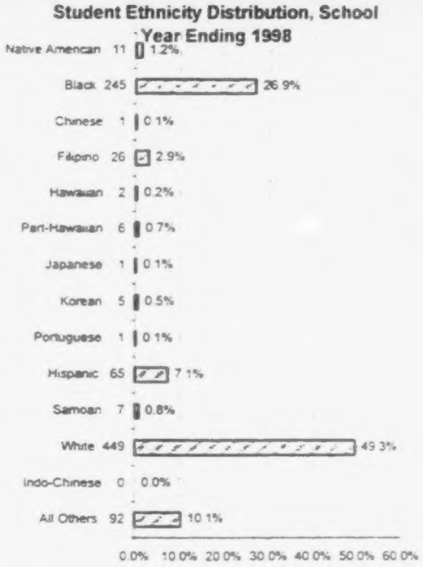
School Description

Hale Kula School is located on Schofield Barracks Army Installation. Ninety-nine percent of its students are military dependents. Because of our students' mobility, the school works closely with parents and community to offer a stable, nurturing environment suited to students' academic, emotional, social, aesthetic, and physical development. The school has an established SCBM council, and there is an active PTA. There are also close ties with a military unit sponsor and with the Schofield Barracks Community Command. Hale Kula Elementary School is operating under School/Community-Based Management.

Context: School Setting

Student Profile

School year ending	*1996*	*1997*	*1998*
Fall enrollment	985	929	885
Number and percent of students enrolled for the entire school year	759 77.1%	719 77.4%	636 71.9%
Number and percent of students receiving free or reduced-cost lunch	351 35.6%	386 41.6%	366 41.4%
Number and percent of students in Special Education programs	52 5.3%	46 5.0%	51 5.8%
Number and percent of students with limited English proficiency	27 2.7%	27 2.9%	25 2.8%

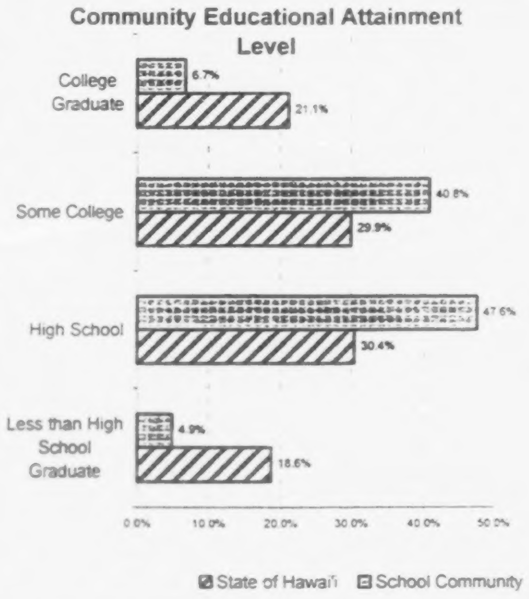


Student Ethnicity Distribution, School Year Ending 1998

Community Profile *Based on the 1990 U.S. Census*

	School Community	State of Hawai'i
Average family size	3.2	3.6
Percent of households with school age children (4-19)	51.8%	31.8%
Median household income	$24,381	$38,829
Per capita income	$9,014	$15,770
Percent of households with Public Assistance income	6.0%	6.8%
Percent of children (3-19 years) below poverty level	13.2%	11.6%
Percent of children (4-19 years) who are at-risk*	0.4%	2.1%

*Children 4 to 19 years of age who are not high school graduates, living with mother who is not a high school graduate, is single, divorced or separated, and is below the poverty level



Community Educational Attainment Level

BEST COPY AVAILABLE

Process: School Priorities

Information about a school's performance is most useful if schoolwide priorities are first identified. This rank ordering of school improvement goals provides a concise and clear sketch of this school's School Improvement Plans over the past three years. A description of school improvement priorities and activities during the school year just completed is given below.

School Year Ending 1996	#1	Student Attitude
	#2	Student Behavior
	#3	Hawai`i Content and Performance Standards (Alignment)
School Year Ending 1997	#1	Hawai`i Content and Performance Standards (Alignment)
	#2	Success Compact
	#3	Parent Involvement/Community Relations
School Year Ending 1998	#1	Title I Schoolwide Project
	#2	Success Compact
	#3	School Renewal

Priority 1: *Title 1 Targeted Assisted Program*

Hale Kula Elementary's Title 1 Targeted Assisted Program SY 97-98 included objectives to increase achievement in reading. In an effort to increase reading scores, Grade 3 students participated in the Scoring High on Stanford Achievement Test, which is a program that teaches test behaviors and prepares students for tests in reading and math. Each grade level at Hale Kula Elementary School also identified how student progress will be measured in the areas of reading and math through grade level consistent norm and performance assessment tools. This will ensure early identification and monitoring of children. The assessment results will also be used to tailor instruction for the children as well as for the total class.

To meet our goals in Parent Involvement, there were several Parent-Child Workshops held throughout the year which always provided parents information and training in reading and math, as well as an interactive session with their child. A Literacy on Wheels (Parents as Partners Program) also began in January providing parents an opportunity to borrow reading materials suitable for their early and emergent reader. Family Reading Nights provided families an opportunity to be read to as well as read together. Families are also provided with a brief training session of effective reading strategies at the beginning of each reading night.

Priority 2: *Success Compact*

Hale Kula Elementary School is a 4th year Success Compact school. The Success Compact Literacy Cadre, coordinated co-teaching efforts implementing Success Compact strategies, efforts in grade level unit planning; grade level articulation regarding curriculum. Hale Kula Elementary School's Schoolwide Program Plan, through Success Compact, includes a comprehensive instructional program which focuses on a process-oriented system of teaching as well as consistent and effective teaching strategies. The process is used consistently across all grade levels to provide students with a seamless, natural process in the classroom to achieve maximum earning results.

All grade levels, K-6, and Special Education and Resource Teachers collaborated on grade level unit plans. New unit plans were developed and existing plans were improved upon. Unit Plans incorporate Success Compact strategies as well as address the Hawaii Content and Performance Standards. Unit plans being developed integrate the content areas as well as align with the standards and provide cohesive grade level units of study. Grade levels will continue to develop unit plans each year. During the SY 97-98, through the Success Compact Literacy Cadre, grade levels articulated on their units of study per quarter. A draft of units prsently being implemented schoolwide, together with the goals and objectives was shared. Our next step is to articulate cross-grade levels to ensure the scaffolding of knowledge for all children.

Priority 3: *School Renewal*

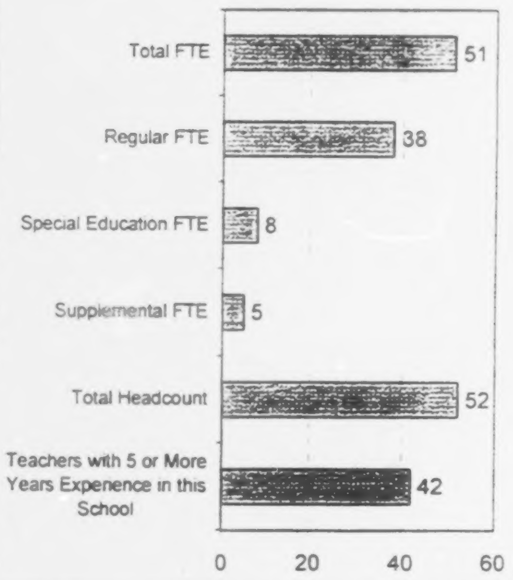
Focus Groups, which included classified staff and parents, developed a draft of the school's ESLRs which have been refined by the Leadership Team. Students will leave Hale Kula as Critical Thinkers, Effective Communicators, Independent Learners, with Basic Knowledge, and Citizenship Skills. These expectations for all students are global, research-based and measurable. The ESLRs will be more clearly defined and clarified as each Focus Group develops indicators and rubrics for attainment for each.

In SY 97-98, the Leadership Team, faculty and staff, and the SCBM Council adopted a decision making process which is shared decision making through consensus. This model has been utilized throughout the year by all members of the school community on all issues. Focus Groups were also formed which consisted of a representative from each grade level. The

Process: School Resources

Certified Staff *School year ending 1998*

Teaching Staff	
Total Full-Time Equivalent (FTE)	51.0
Regular Instruction, FTE	38.0
Special Education, FTE	8.0
Supplemental Instruction, FTE	5.0
Total number of persons assigned to teaching,	52
Teachers with 5 or more years experience in this school	42
Teachers' average years of experience	12.4
Students per Teaching Staff Member	
Regular Instruction	19.4
Special Education	6.4
Administrative and Student Services Staff	
Administration*, FTE	2.0
Librarians, FTE	1.0
Counselors, FTE	2.0
Number of principals at this school in the last five years	2


Teacher Counts

* Administration includes Principals, Vice-Principals, Student Activity Coordinators, Registrars, and Athletic Directors

Facilities *School year ending 1998*

Classrooms available	54
Number of classrooms short (-) or over (+)	0

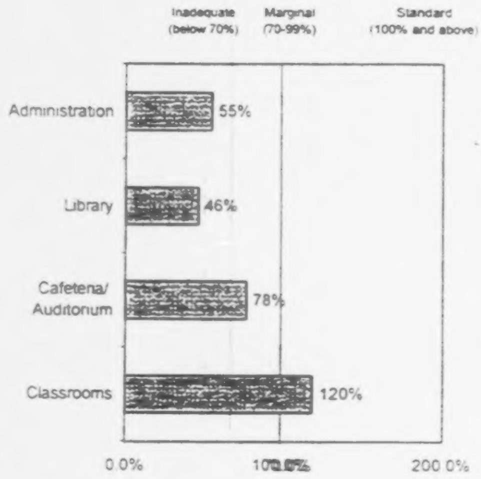
School facilities inspection results

	Score 1	Score 2	Score 3
Grounds			3
Building exterior			3
Building interior		2	
Equipment/Furnishings			3
Health/Safety			3
Sanitation			3
Total		17	

For each category
1 = Unacceptable; 2 = Satisfactory; 3 = Very Good

For Total:
6-8 = Unacceptable; 9-15 = Satisfactory; 16-18 = Very Good

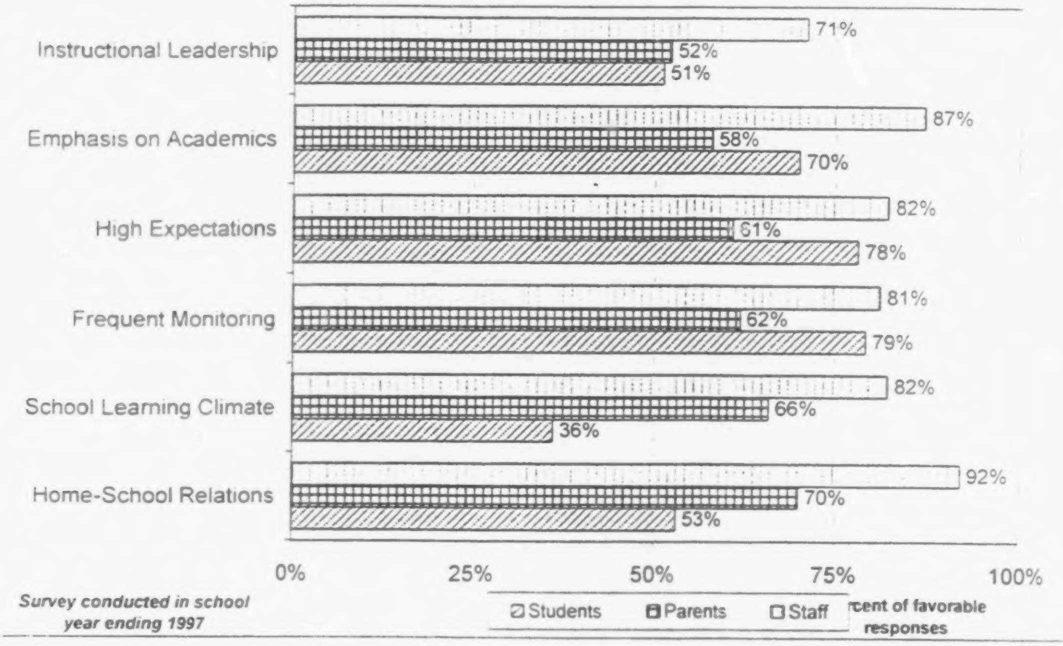
Adequacy of School's Space Compared with State Standards



Outcomes: Vital Signs

Effective School Practices

Effective Schools Survey



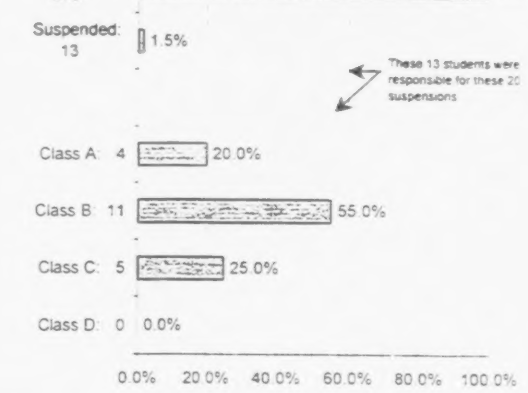
Survey conducted in school year ending 1997

Student Conduct

Attendance and Absences

School Year 1995-96	1996-97	1997-98	*State Standard*
Average Daily Attendance: % (higher is better)			
96.3%	96.1%	95.9%	95.0%
Average Daily Absences: in days (lower is better)			
6.5	6.8	7.3	9

School Suspensions, School Year Ending 1998



These 13 students were responsible for these 20 suspensions

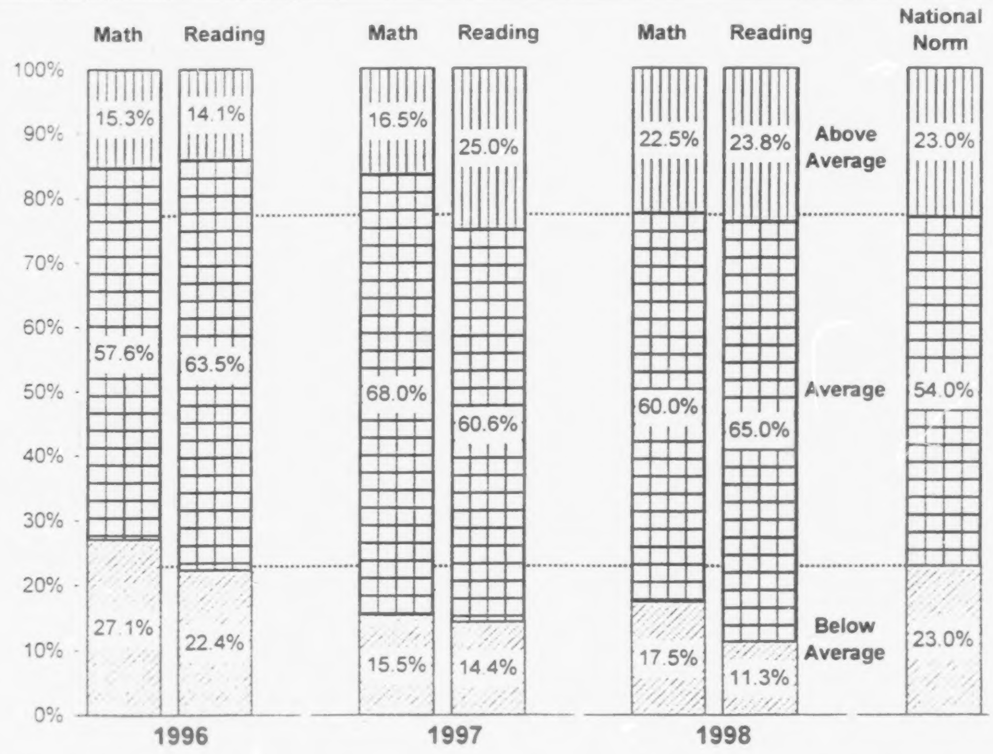
Examples of class of suspension	
	Class A: Burglary, robbery, sale of dangerous drugs
	Class B: Disorderly conduct, trespassing
	Class C: Class cutting, insubordination, smoking
	Class D: Contraband (e.g. possession of tobacco)

BEST COPY AVAILABLE

Outcomes: Vital Signs

Statewide Testing

Stanford Achievement Test Results: Grade 6



Fall 1998
Comprehensive Assessment and Accountability System
School Year 1997-98

Mokulele

Elementary School Grades K-6

School Status and Improvement Report

Content

Focus on School p. 1
School Description p. 1
Context: School Setting p. 2
- **Student Profile**
- **Community**

Process: School p. 3
Process: School p. 4
- **Certified**
- **Facilities**

Outcomes: Vital Signs pp. 5-6
- **Effective School**
- **Student Conduct**
- **Statewide**
- **School**

School Address:

Mokulele Elementary School
250 Aupaka Street
Honolulu, HI 96818

Focus On School

To improve the quality of public schooling and the educational opportunities it affords to Hawai'i's children, we must have regular, understandable accounts of our schools' progress. This *School Status and Improvement Report* has been prepared as part of the Department's Comprehensive Assessment and Accountability System, and in accordance with **§302A-1004**, Hawai'i Revised Statutes, which requires systematic reports to the people about the performance of schools, individually and collectively.

This report includes a description of the school and provides information on the **context**, **process**, and **outcomes** of education at the school for the 1997-98 school year. **Context** information includes a profiling of the student population and school community. **Process** information describes the school's priorities, plans, and action for improvement and indicates the school's staffing levels and the quality and adequacy of facilities. **Outcome** information includes data on effective school practices, attendance, suspensions, standardized test results, and school completion (for high schools).

This report complements ***The Superintendent's Annual Report on School Performance and Improvement in Hawai'i***, which analyzes our schools collectively and in comparison to those of other states. Together, individual school reports and the summary *Superintendent's Report* describe our schools to help us judge them against our evolving State and national standards for school and school system performance.

School Description

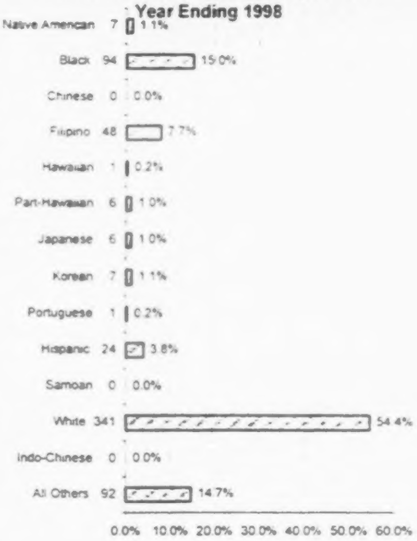
The students of Mokulele School are military dependents who come from all parts of the globe and have varied backgrounds and experiences. It is our mission to reach out with the aloha spirit to create a community in which students, their families, and our faculty and staff experience excellence in the teaching and learning process. Mokulele Elementary School is operating under School/Community-Based Management.

Context: School Setting

Student Profile

School year ending	*1996*	*1997*	*1998*
Fall enrollment	686	645	639
Number and percent of students enrolled for the entire school year	543	555	534
	79.2%	86.0%	83.6%
Number and percent of students receiving free or reduced-cost lunch	222	278	249
	32.4%	43.1%	39.0%
Number and percent of students in Special Education programs	36	23	44
	5.2%	3.6%	6.9%
Number and percent of students with limited English proficiency	10	5	5
	1.5%	0.8%	0.8%

Student Ethnicity Distribution, School Year Ending 1998

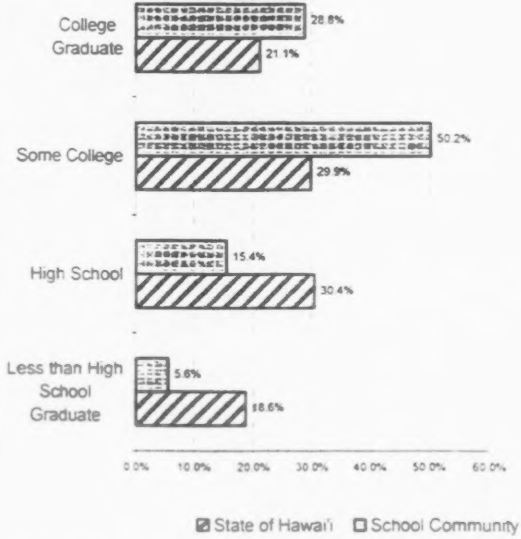


Community Profile *Based on the 1990 U.S. Census*

	School Community	State of Hawai'i
Average family size	3.4	3.6
Percent of households with school age children (4-19)	54.0%	31.8%
Median household income	$35,266	$38,829
Per capita income	$11,579	$15,770
Percent of households with Public Assistance income	2.5%	6.8%
Percent of children (3-19 years) below poverty level	3.6%	11.6%
Percent of children (4-19 years) who are at-risk*	0.0%	2.1%

*Children 4 to 19 years of age, who are not high school graduates, living with mother who is not a high school graduate, is single, divorced or separated, and is below the poverty level.

Community Educational Attainment Level



BEST COPY AVAILABLE

Process: School Priorities

Information about a school's performance is most useful if schoolwide priorities are first identified. This rank ordering of school improvement goals provides a concise and clear sketch of this school's School Improvement Plans over the past three years. A description of school improvement priorities and activities during the school year just completed is given below.

School Year Ending 1996	#1	Staff Development
	#2	School Curriculum
	#3	Student Attitude
School Year Ending 1997	#1	Student Achievement
	#2	Title I Schoolwide Project
	#3	Parent Involvement/Community Relations
School Year Ending 1998	#1	Student Achievement
	#2	School Curriculum
	#3	Parent Involvement/Community Relations

Priority 1: *Student Achievement*

Student achievement is priority one at Mokulele. Our commitment to Focus on Learning will assist us in making assessments and developing strategies and programs that will lend to higher student achievement. We will continue to focus on school-wide activities that make connections to what students are learning in class with the real world. Our Books and Beyond reading incentive program will continue to encourage commitments by families to promote reading and learning strategies to help students learn at home. Mokulele also takes pride in school-wide programs as physical education and its connections to Hawaiian Studies via "Jog Around Oahu" program. Jog Around Oahu incorporates learning in the classroom, IRA classes, and culminating field trips by each grade level to geographical locations on Oahu, where students participate in various learning centers.

During the 1997-98 school year, the faculty conducted a search for new language arts materials and made a school-wide purchase. Another positive outcome from the selection process was a commitment to staff development to maximize delivery of lessons and develop a total understanding of all aspects of the new materials.

Priority 2: *School Curriculum*

Mokulele is a School Community Based Management school. Through the SCBM process, Mokulele Elementary will have four Waiver Days during the 1998-99 school year. Waiver Days will be devoted to improving the **school curriculum** using the school improvement process – Focus on Learning. Mokulele has selected the following Expected Student Learning Results to improve the school curriculum: Effective Communicator, Critical Thinker/Problem Solver, Community Contributor, Technologically Literate Student, and High Achiever in Learning. Curriculum articulation between grade levels in also a vital component to this process. During the 1997-98 school year, the faculty spent the entire year assessing the school curriculum in language arts and reviewing many language arts programs that would help us meet the needs of our student population. The faculty has made a commitment to staff development to provide the students of Mokulele with a school curriculum that will assist each student to accomplish Mokulele Elementary's Expected Student Learning Results. Student assessment and curriculum alignment to the Hawaii Content and Performance Standards will be instrumental in improving the school curriculum.

Priority 3: *Parent Involvement and Community Relations*

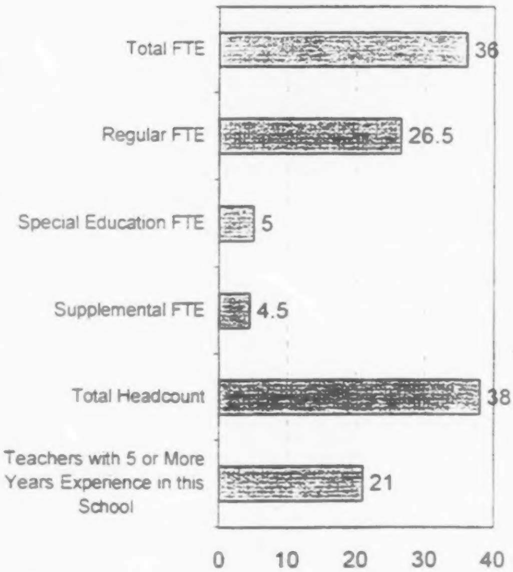
have always been a priority at Mokulele. The PCNC is vital to the success of students at Mokulele, as we feel that the partnership between teachers, parents, and volunteers are critical to the success of our transient military population. The PCNC at Mokulele is included in our Focus on Learning process and our one year Title I efforts. Mokulele views the parents and volunteers of our school as partners in the coaching/teaching process. Parent-child-volunteer activities always include a literary component which creates a connection to our reading incentive program Books and Beyond, as well as lessons taught by our school librarian. We will continue our efforts to seek parent and community involvement to support the academic efforts at Mokulele.

Process: School Resources

Certified Staff *School year ending 1998*

Teaching Staff	
Total Full-Time Equivalent (FTE)	36.0
Regular Instruction, FTE	26.5
Special Education, FTE	5.0
Supplemental Instruction, FTE	4.5
Total number of persons assigned to teaching	38
Teachers with 5 or more years experience in this school	21
Teachers' average years of experience	12.3
Students per Teaching Staff Member	
Regular Instruction	19.2
Special Education	8.8
Administrative and Student Services Staff	
Administration*, FTE	3.0
Librarians, FTE	1.0
Counselors, FTE	1.0
Number of principals at this school in the last five years	3

Teacher Counts



* Administration includes Principals, Vice-Principals, Student Activity Coordinators, Registrars, and Athletic Directors

Facilities *School year ending 1998*

Classrooms available	34
Number of classrooms short (-) or over (+)	0

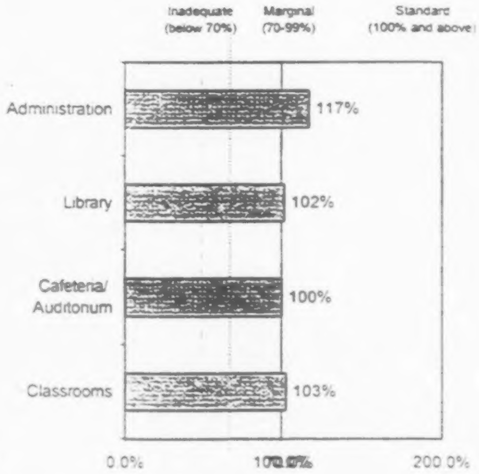
School facilities inspection results

	Score		
	1	2	3
Grounds			3
Building exterior		2	
Building interior			3
Equipment/Furnishings			3
Health/Safety			3
Sanitation			3
Total		17	

For each category
1 = Unacceptable, 2 = Satisfactory, 3 = Very Good

For Total:
6-8 = Unacceptable; 9-15 = Satisfactory; 16-18 = Very Good

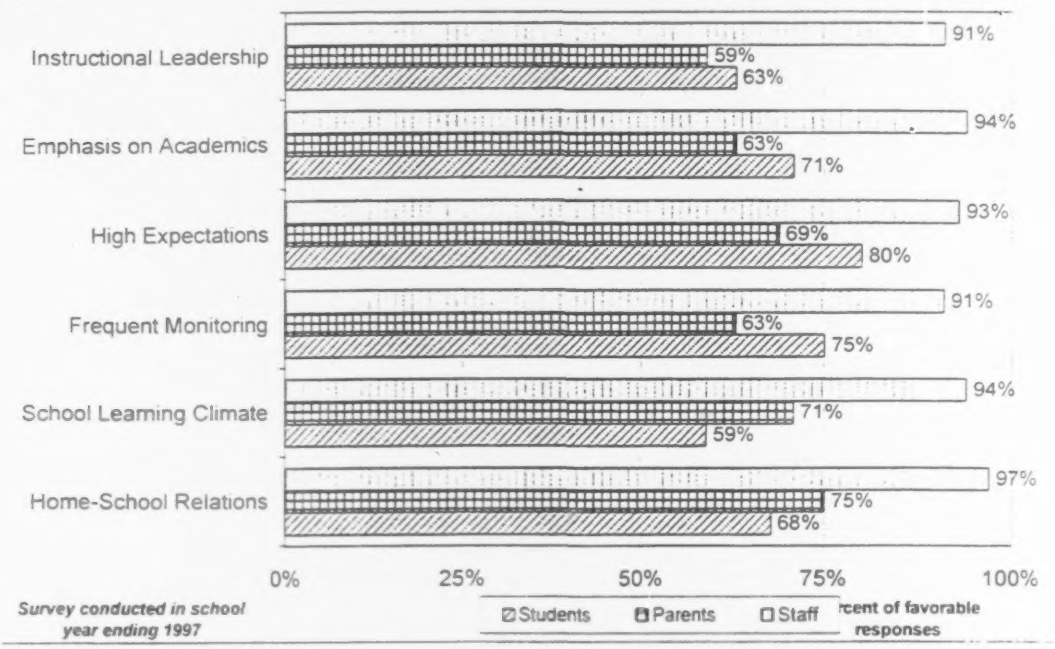
Adequacy of School's Space Compared with State Standards



Outcomes: Vital Signs

Effective School Practices

Effective Schools Survey

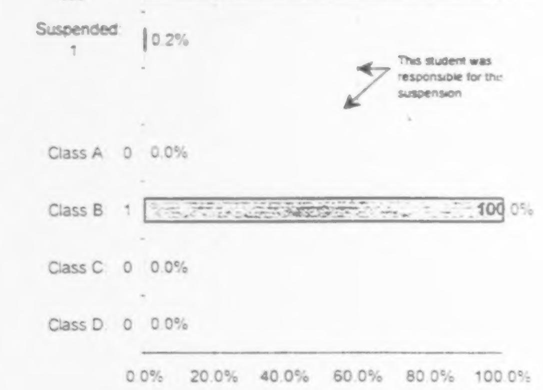


Student Conduct

Attendance and Absences

	School Year			State Standard
	1995-96	1996-97	1997-98	
Average Daily Attendance: % (higher is better)	97.8%	95.8%	95.8%	95.0%
Average Daily Absences: in days (lower is better)	3.9	7.2	7.4	9

School Suspensions, School Year Ending 1998

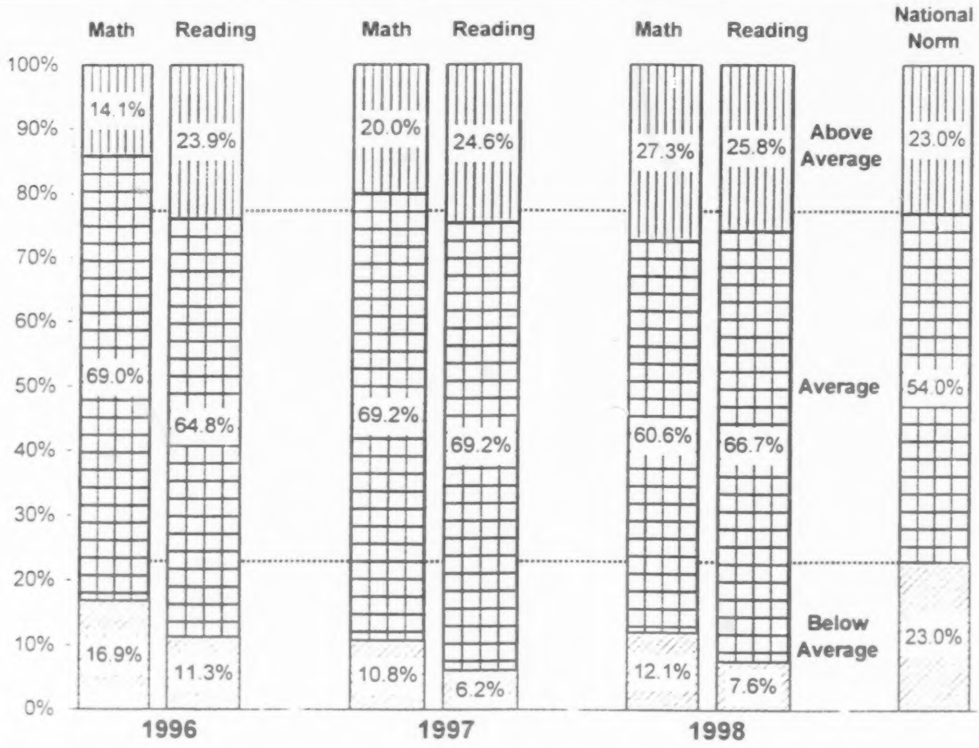


Examples of class of suspension	
	Class A: Burglary, robbery, sale of dangerous drugs
	Class B: Disorderly conduct, trespassing
	Class C: Class cutting, insubordination, smoking
	Class D: Contraband (e.g. possession of tobacco)

Outcomes: Vital Signs

Statewide Testing

Stanford Achievement Test Results: Grade 6



Fall 1998
Comprehensive Assessment and Accountability System
School Year 1997-98

Admiral Chester W.
Nimitz
Elementary School Grades K-6

School Status and Improvement Report

Content

Focus on School p. 1

School Description p. 1

Context: School Setting p. 2
- Student Profile
- Community

Process: School p. 3

Process: School p. 4
- Certified
- Facilities

Outcomes: Vital Signs pp. 5-6
- Effective School
- Student Conduct
- Statewide
- School

School Address:

Nimitz Elementary School
520 Main Street
Honolulu, HI 96818

Focus On School

To improve the quality of public schooling and the educational opportunities it affords to Hawai`i's children, we must have regular, understandable accounts of our schools' progress. This *School Status and Improvement Report* has been prepared as part of the Department's Comprehensive Assessment and Accountability System, and in accordance with **§302A-1004**, Hawai`i Revised Statutes, which requires systematic reports to the people about the performance of schools, individually and collectively.

This report includes a description of the school and provides information on the **context**, **process**, and **outcomes** of education at the school for the 1997-98 school year. **Context** information includes a profiling of the student population and school community. **Process** information describes the school's priorities, plans, and action for improvement and indicates the school's staffing levels and the quality and adequacy of facilities. **Outcome** information includes data on effective school practices, attendance, suspensions, standardized test results, and school completion (for high schools).

This report complements ***The Superintendent's Annual Report on School Performance and Improvement in Hawai`i***, which analyzes our schools collectively and in comparison to those of other states. Together, individual school reports and the summary *Superintendent's Report* describe our schools to help us judge them against our evolving State and national standards for school and school system performance

School Description

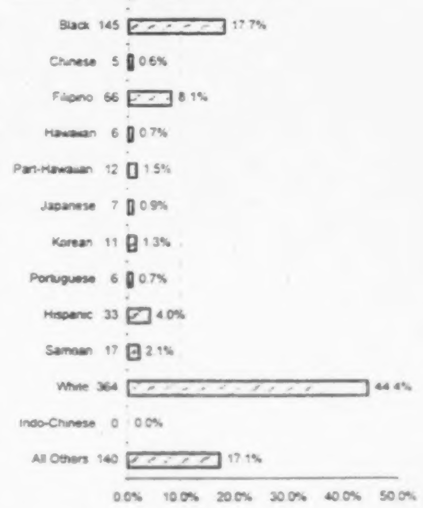
Opened in 1954, Chester Nimitz Elementary School is located on Main Street next to Hickam Air Force Base and is named for Fleet Admiral Chester Nimitz, who commanded America's Pacific Fleet in World War II. Approximately two thirds of our students are from Hickam Air Force Base and one third are from the Aliamanu Military Reservation. The school has a high transiency rate. Chester W. Nimitz Elementary School is operating under School/Community-Based Management.

Context: School Setting

Student Profile

School year ending	*1996*	*1997*	*1998*
Fall enrollment	761	782	813
Number and percent of students enrolled for the entire school year	646 84.9%	684 87.5%	733 90.2%
Number and percent of students receiving free or reduced-cost lunch	285 37.5%	311 39.8%	303 37.3%
Number and percent of students in Special Education programs	45 5.9%	42 5.4%	42 5.2%
Number and percent of students with limited English proficiency	14 1.8%	30 3.8%	26 3.2%

Student Ethnicity Distribution, School Year Ending 1998

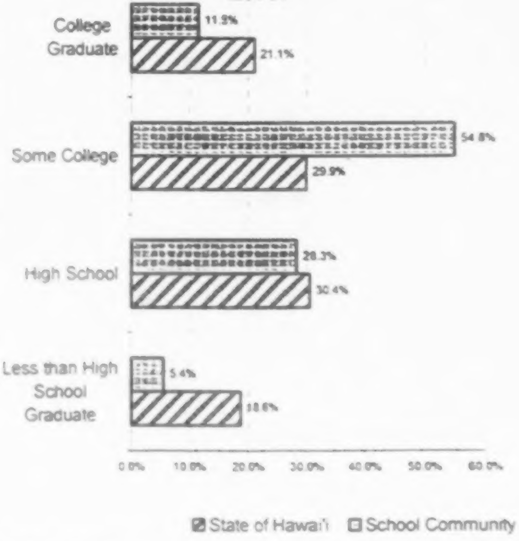


Community Profile *Based on the 1990 U.S. Census*

	School Community	State of Hawai'i
Average family size	3.3	3.6
Percent of households with school age children (4-19)	65.1%	31.8%
Median household income	$29,912	$38,829
Per capita income	$8,280	$15,770
Percent of households with Public Assistance income	0.9%	6.8%
Percent of children (3-19 years) below poverty level	6.0%	11.6%
Percent of children (4-19 years) who are at-risk*	0.0%	2.1%

*Children 4 to 19 years of age, who are not high school graduates, living with mother who is not a high school graduate, is single, divorced or separated, and is below the poverty level.

Community Educational Attainment Level



BEST COPY AVAILABLE

Process: School Priorities

Information about a school's performance is most useful if schoolwide priorities are first identified. This rank ordering of school improvement goals provides a concise and clear sketch of this school's School Improvement Plans over the past three years. A description of school improvement priorities and activities during the school year just completed is given below.

School Year Ending 1996	#1	Staff Development
	#2	School Curriculum
	#3	School/Community-Based Management
School Year Ending 1997	#1	Student Achievement
	#2	Success Compact
	#3	School/Community-Based Management
School Year Ending 1998	#1	Student Achievement
	#2	School Curriculum
	#3	School/Community-Based Management

Priority 1: *Student Achievement*

We continued working to create a learning environment which is conducive to promoting high levels of student achievement. This year we were designated as a Title I school. With the additional funding, part time teachers were hired to work collaboratively with the classroom teacher (Grades 1, 2) to address the needs of all students, both targeted assist and non-targeted assist. The PTT provided small group instruction, one-on-one instruction and whole group instruction in the area of language arts in the classroom.

In addition, each classroom in grades 2 to 6 received the services of an IRA who went into the classroom weekly to do problem solving activities with the students. Our Gifted and Talented Program also emphasized problem solving.

The After School Instruction Program was offered to "at-risk" students in grades three through six on Tuesdays or Thursdays. Students were given additional instruction in the areas of reading math, writing, and problem solving. The majority of the teachers were certified teachers who provided quality instruction with the limited time provided.

The year culminated with our Curriculum Fair. Each classroom has a booth to showcase all of the projects, student made books, art works, writings, games, etc. that students produced throughout this school year. Students, parents and community members were invited to view the week-long Fair.

Priority 2: *School Curriculum*

This past year, we examined our Language Arts curriculum-reading and literature sections, to see if it is aligned with the HCPS and ESLRs. Each teacher reflected on their own classroom Language Arts curriculum. Next, they met as grade levels to assess, consolidate, and develop a grade level list of learner outcomes. Next, teachers in grades K-3 and grades 4-6 met to share and discuss their grade level's learner outcomes. They deleted, added, or refined appropriate learner outcomes. Next, we will be comparing our learner outcomes with the Performance Standards listed in the HCPS to see if we need to add, delete or refine our learner outcomes.

As part of improving our school's curriculum, the Success Compact resource teachers worked with every teacher in every grade level to help them to develop and assess their unit plans using Central District's Assessment Rubric and User's Guide to Unit Planning. All teachers also attended two district wide conferences and our grade one teachers shared their unit plan and student works with other teachers at the last conference. Also, all teachers in grades three to six went to Iliahi Elementary School for a school visitation. Teachers continue to use Success Compact strategies in their classroom to positively address the difference learning styles of our students.

Priority 3: *School/Community-Based Management*

This was our second year as an SCBM school. We had four quarterly meetings. This year, the SCBM Council:

1. developed a School/Parent/Student Compact. This was a written agreement between the school, parents, and students declaring their commitment for student achievement and success. All teachers, students, and parents were encouraged to sign the Compact.
2. secured two waiver days beginning in school year 1998-1999.

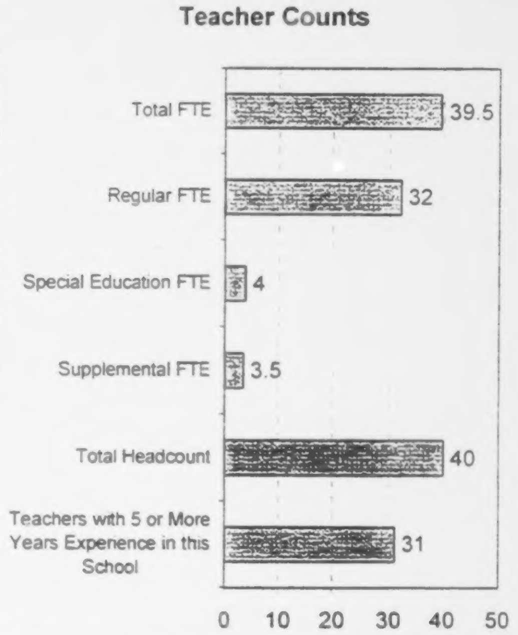
BEST COPY AVAILABLE

Process: School Resources

Certified Staff *School year ending 1998*

Teaching Staff	
Total Full-Time Equivalent (FTE)	39.5
Regular Instruction, FTE	32.0
Special Education, FTE	4.0
Supplemental Instruction, FTE	3.5
Total number of persons assigned to teaching.	40
Teachers with 5 or more years experience in this school	31
Teachers' average years of experience	14.6
Students per Teaching Staff Member	
Regular Instruction	21.7
Special Education	10.5
Administrative and Student Services Staff	
Administration*, FTE	2.0
Librarians, FTE	1.0
Counselors, FTE	2.0
Number of principals at this school in the last five years	1

Teacher Counts



* Administration includes Principals, Vice-Principals, Student Activity Coordinators, Registrars, and Athletic Directors

Facilities *School year ending 1998*

Classrooms available	39
Number of classrooms short (-) or over (+)	0

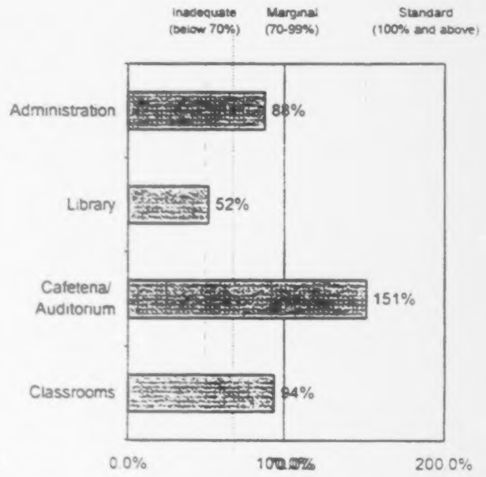
School facilities inspection results

	Score 1	Score 2	Score 3
Grounds	1		
Building exterior		2	
Building interior		2	
Equipment/Furnishings		2	
Health/Safety		2	
Sanitation		2	
Total		11	

For each category
1 = Unacceptable; 2 = Satisfactory; 3 = Very Good

For Total:
6-8 = Unacceptable; 9-15 = Satisfactory; 16-18 = Very Good

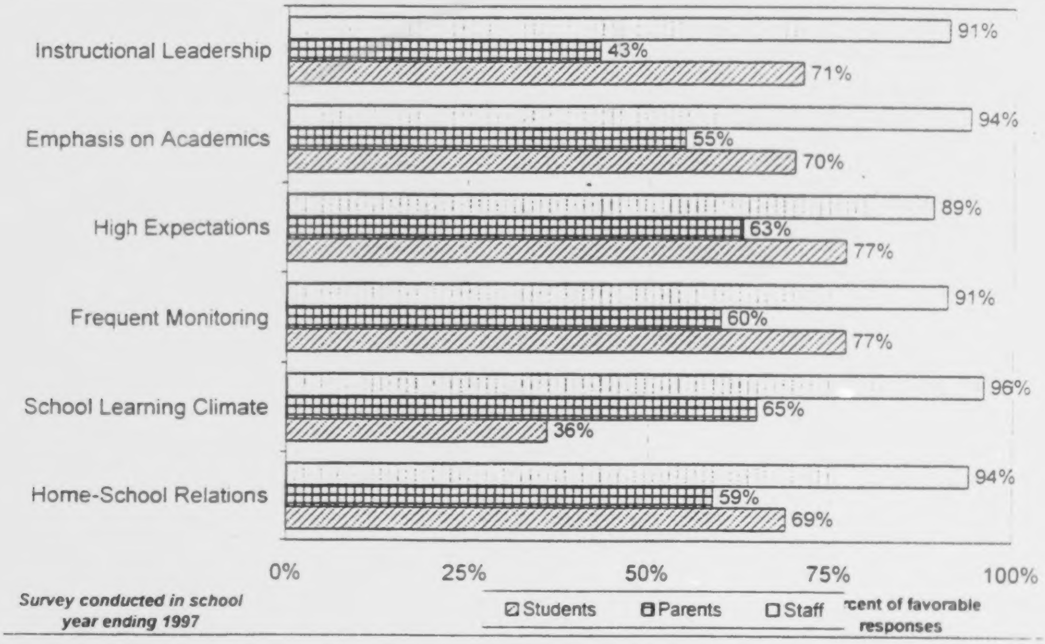
Adequacy of School's Space Compared with State Standards



Outcomes: Vital Signs

Effective School Practices

Effective Schools Survey



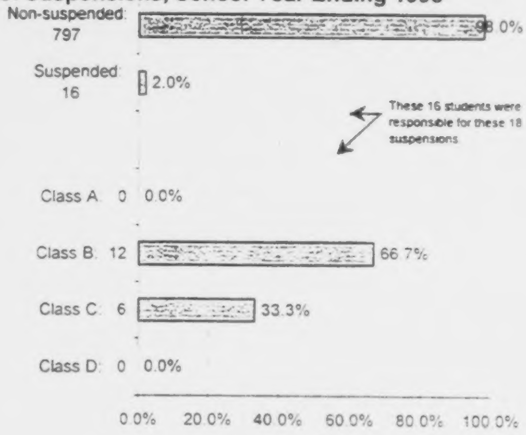
Survey conducted in school year ending 1997

Student Conduct

Attendance and Absences

School Year 1995-96	1996-97	1997-98	*State Standard*
Average Daily Attendance: % (higher is better)			
96.1%	95.2%	96.6%	95.0%
Average Daily Absences: in days (lower is better)			
6.9	8.3	6	9

School Suspensions, School Year Ending 1998



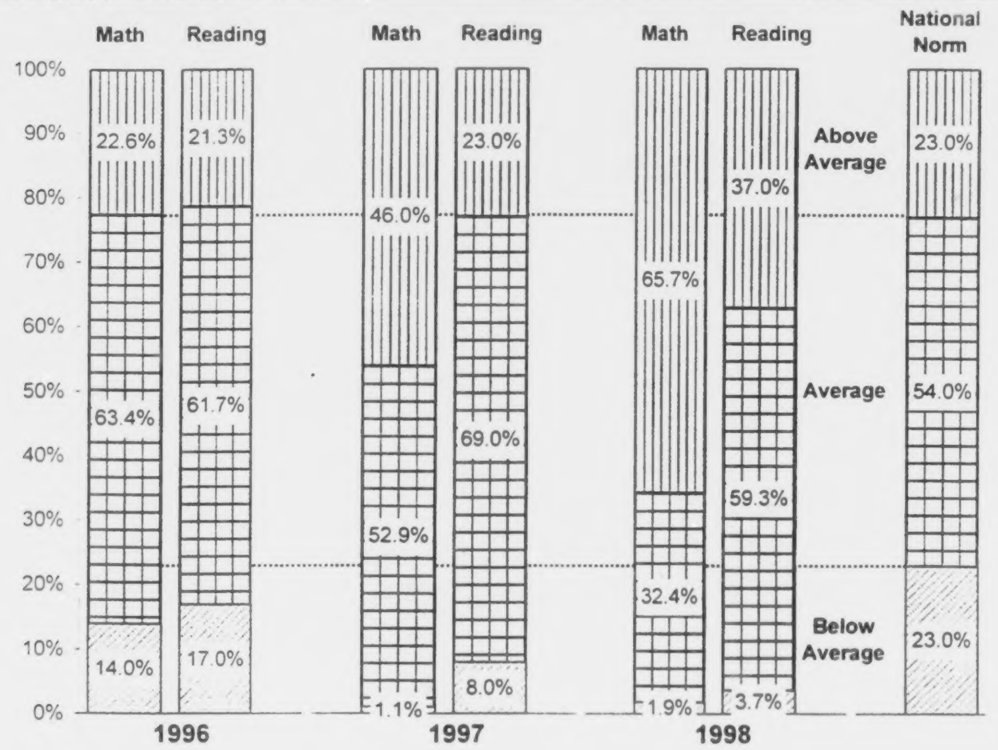
These 16 students were responsible for these 18 suspensions

Examples of class of suspension	
	Class A: Burglary, robbery, sale of dangerous drugs
	Class B: Disorderly conduct, trespassing
	Class C: Class cutting, insubordination, smoking
	Class D: Contraband (e.g. possession of tobacco)

Outcomes: Vital Signs

Statewide Testing

Stanford Achievement Test Results: Grade 6



Fall 1998
Comprehensive Assessment and Accountability System
School Year 1997-98

Pearl Harbor Kai

Elementary School Grades K-6

School Status and Improvement Report

Content

Focus on School p. 1
School Description p. 1
Context: School Setting p. 2
- Student Profile
- Community

Process: School p. 3
Process: School p. 4
- Certified
- Facilities

Outcomes: Vital Signs pp. 5-6
- Effective School
- Student Conduct
- Statewide
- School

School Address:

Pearl Harbor Kai Elementary School
1 C Avenue
Honolulu, HI 96818

Focus On School

To improve the quality of public schooling and the educational opportunities it affords to Hawai'i's children, we must have regular, understandable accounts of our schools' progress. This *School Status and Improvement Report* has been prepared as part of the Department's Comprehensive Assessment and Accountability System, and in accordance with **§302A-1004**, Hawai'i Revised Statutes, which requires systematic reports to the people about the performance of schools, individually and collectively.

This report includes a description of the school and provides information on the **context**, **process**, and **outcomes** of education at the school for the 1997-98 school year. **Context** information includes a profiling of the student population and school community. **Process** information describes the school's priorities, plans, and action for improvement and indicates the school's staffing levels and the quality and adequacy of facilities. **Outcome** information includes data on effective school practices, attendance, suspensions, standardized test results, and school completion (for high schools).

This report complements ***The Superintendent's Annual Report on School Performance and Improvement in Hawai'i***, which analyzes our schools collectively and in comparison to those of other states. Together, individual school reports and the summary *Superintendent's Report* describe our schools to help us judge them against our evolving State and national standards for school and school system performance.

School Description

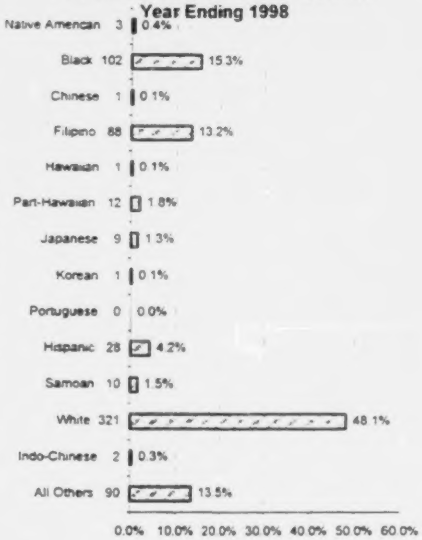
Pearl Harbor Kai Elementary School is a K-6 school. Located within the Naval housing area, Hale Moku, it first opened in 1943. Ninety-eight percent of the students are classified as federally connected, with one or both parents on active duty with the Army, Navy, Marine Corps, Air Force, or Coast Guard. The students of Pearl Harbor Kai are drawn from the military impacted areas of Hale Moku, Hokulani, Catlin Park, Aliamanu Military Reservation, Ford Island and Pearl Harbor Base. Many families rotate duty stations throughout the year, resulting in a high annual turnover rate. Pearl Harbor Kai operates under a modified year round calendar, with school in session from August through mid-June. In March 1997, Pearl Harbor Kai was accredited by the Western Association of School and Colleges for a period of three years. Pearl Harbor Kai Elementary School is operating under School/Community-Based Management.

Context: School Setting

Student Profile

School year ending	*1996*	*1997*	*1998*
Fall enrollment	681	658	676
Number and percent of students enrolled for the entire school year	562 82.5%	524 79.6%	518 76.6%
Number and percent of students receiving free or reduced-cost lunch	279 41.0%	264 40.1%	275 40.7%
Number and percent of students in Special Education programs	65 9.5%	48 7.3%	59 8.7%
Number and percent of students with limited English proficiency	29 4.3%	24 3.6%	21 3.1%

Student Ethnicity Distribution, School Year Ending 1998

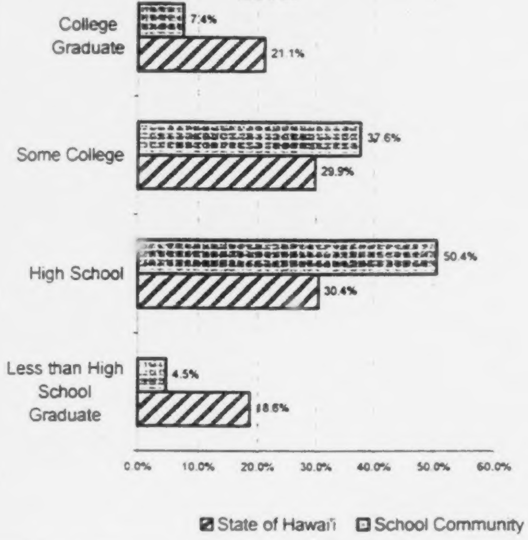


Community Profile *Based on the 1990 U.S. Census*

	School Community	State of Hawai'i
Average family size	3.1	3.6
Percent of households with school age children (4-19)	36.5%	31.8%
Median household income	$27,970	$38,829
Per capita income	$11,485	$15,770
Percent of households with Public Assistance income	2.7%	6.8%
Percent of children (3-19 years) below poverty level	7.5%	11.6%
Percent of children (4-19 years) who are at-risk*	0.0%	2.1%

*Children 4 to 19 years of age, who are not high school graduates, living with mother who is not a high school graduate, is single, divorced or separated, and is below the poverty level

Community Educational Attainment Level



Process: School Priorities

Information about a school's performance is most useful if schoolwide priorities are first identified. This rank ordering of school improvement goals provides a concise and clear sketch of this school's School Improvement Plans over the past three years. A description of school improvement priorities and activities during the school year just completed is given below.

School Year Ending 1996	#1	Staff Development
	#2	School Curriculum
	#3	Educational Technology
School Year Ending 1997	#1	Student Achievement
	#2	School Curriculum
	#3	Staff Development
School Year Ending 1998	#1	Student Achievement
	#2	Educational Technology
	#3	School Curriculum

Priority 1: *Student Achievement*

The focus of the 1997-98 school year was on student achievement, particularly in the area of reading comprehension. Continued involvement in the state's major initiative for literacy, Success Compact, provided increased application of the word recognition strategies and comprehension model in the classroom. Teachers developed extensive unit plans which focused on interweaving the Hawaii Performance standards with reading strategies in a content rich learning environment. Parent involvement in literacy development was encouraged through several schoolwide events. Two part time teachers were hired to provide additional reading instruction to the students in grades 1-3 who experienced significant difficulties. General education and special education students in grades 3-6 have access to the school's Learning Lab, before, during and after school. Students using the Learning Lab receive all their instruction in the general education classroom and go to the Lab when they need extra assistance or modifications of their work.

Priority 2: *Educational Technology*

The second area of focus was technology. At Pearl Harbor Kai we recognized that our students need to have easy access to information beyond the textbooks we could purchase. To support increased learning opportunities, the faculty and staff partnered with Pearl Harbor Base to install conduits for the school's Local Area Network. It took significant persistence and long hours for the staff to pull data, phone, and video lines to every classroom and every building on campus. With the completion of the wiring installation, each classroom has 1-2 computers hooked up to the Internet, allowing the students access to endless information sites. The staff continued its focus on technology by taking classes and workshops to learn how to use their computers as an integral part of the daily curriculum.

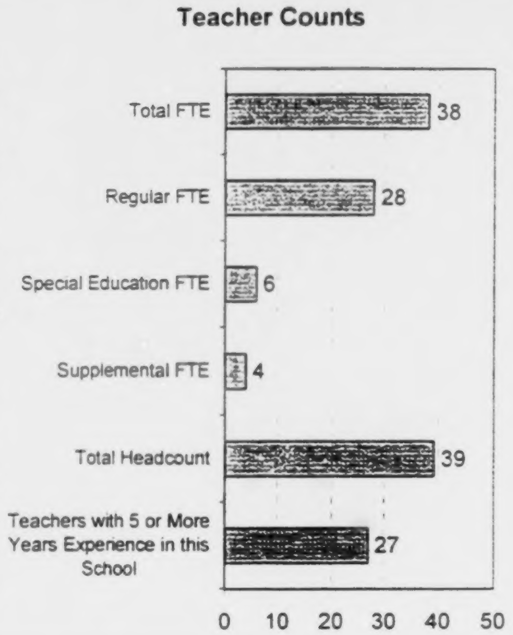
Priority 3: *School Curriculum*

Improvement in the content areas will occur only when students are able to think, reason, solve problems, and make connections in their own learning. Integrated themes continue to be developed and implemented at each grade level. Through articulation and professional development time, teachers determined that they needed better assessments of their students. They constructed reading and writing rubrics for their grade level resulting in improved instruction based on their students' needs. They also held student led conferences, which involves the students, parents, and teacher, in setting goals for each academic quarter. The self study process of accreditation was started, with the staff and community refining the expected

Process: School Resources

Certified Staff *School year ending 1998*

Teaching Staff	
Total Full-Time Equivalent (FTE)	38.0
Regular Instruction, FTE	28.0
Special Education, FTE	6.0
Supplemental Instruction, FTE	4.0
Total number of persons assigned to teaching.	39
Teachers with 5 or more years experience in this school	27
Teachers' average years of experience	14.5
Students per Teaching Staff Member	
Regular Instruction	19.3
Special Education	9.8
Administrative and Student Services Staff	
Administration*, FTE	2.0
Librarians, FTE	1.0
Counselors, FTE	1.0
Number of principals at this school in the last five years	1


Teacher Counts

* Administration includes Principals, Vice-Principals, Student Activity Coordinators, Registrars, and Athletic Directors

Facilities *School year ending 1998*

Classrooms available	38
Number of classrooms short (-) or over (+)	2

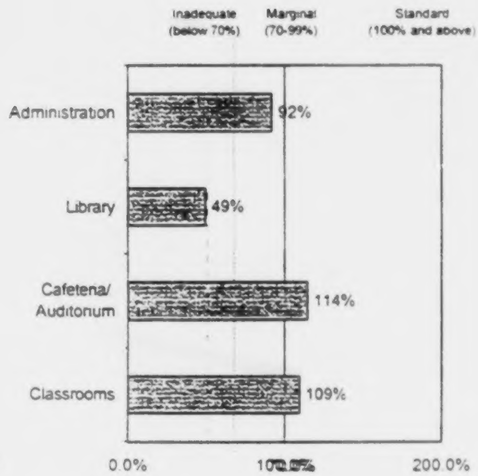
School facilities inspection results

	Score 1	Score 2	Score 3
Grounds			3
Building exterior			3
Building interior			3
Equipment/Furnishings			3
Health/Safety			3
Sanitation			3
Total		18	

For each category:
1 = Unacceptable; 2 = Satisfactory; 3 = Very Good

For Total:
6-8 = Unacceptable; 9-15 = Satisfactory; 16-18 = Very Good

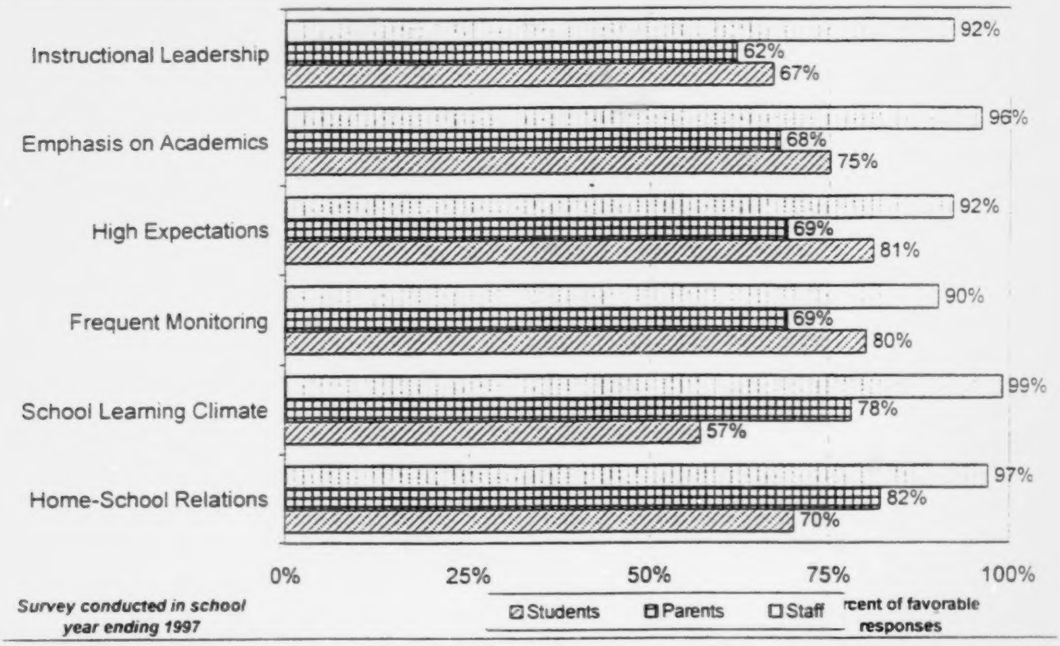
Adequacy of School's Space Compared with State Standards



Outcomes: Vital Signs

Effective School Practices

Effective Schools Survey



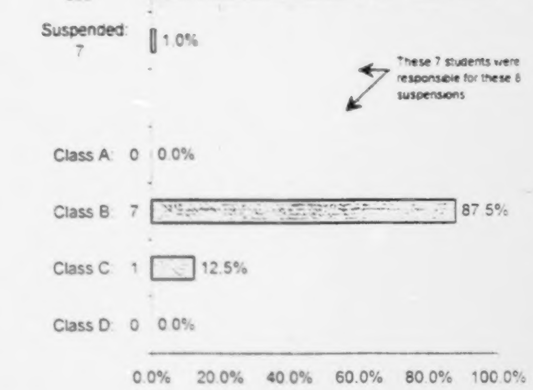
Survey conducted in school year ending 1997

Student Conduct

Attendance and Absences

School Year			State Standard
1995-96	1996-97	1997-98	
Average Daily Attendance: % (higher is better)			
95.8%	95.9%	95.4%	95.0%
Average Daily Absences: in days (lower is better)			
7.2	7	8.1	9

School Suspensions, School Year Ending 1998



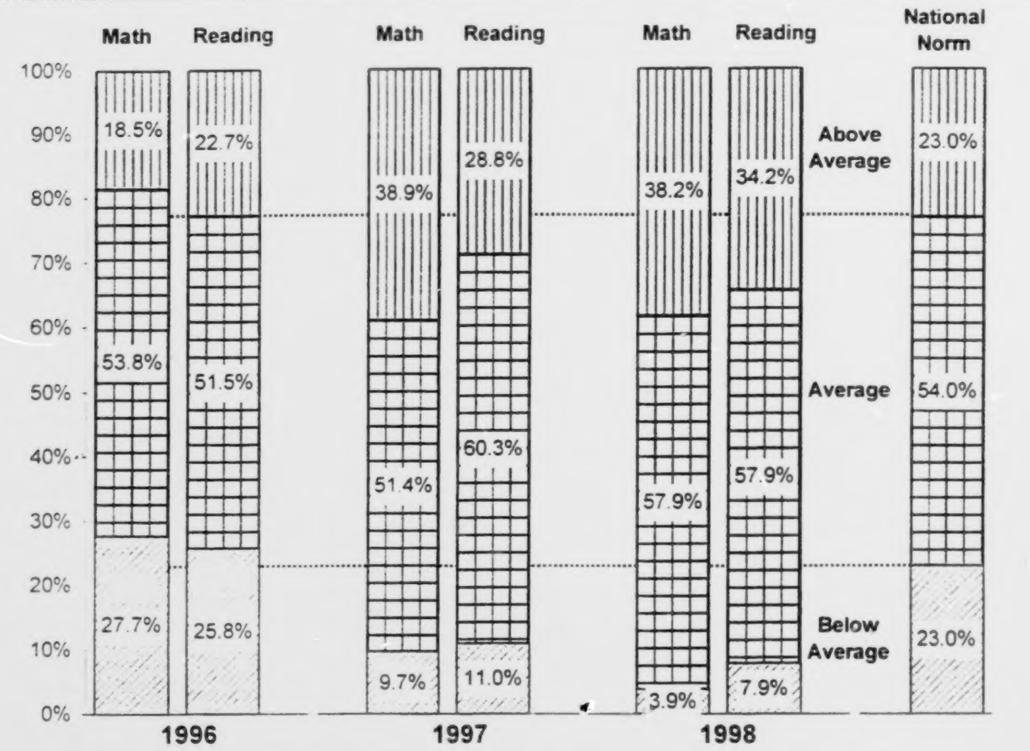
Examples of class of suspension:	
	Class A: Burglary, robbery, sale of dangerous drugs
	Class B: Disorderly conduct, trespassing
	Class C: Class cutting, insubordination, smoking
	Class D: Contraband (e.g. possession of tobacco)

BEST COPY AVAILABLE

Outcomes: Vital Signs

Statewide Testing

Stanford Achievement Test Results: Grade 6



202

Fall 1998
Comprehensive Assessment and Accountability System
School Year 1997-98

Lt. Col. Horrace Meek

Hickam

Elementary School Grades K-6

School Status and Improvement Report

Content

Focus on School p. 1

School Description p. 1

Context: School Setting p. 2
- Student Profile
- Community

Process: School p. 3

Process: School p. 4
- Certified
- Facilities

Outcomes: Vital Signs pp. 5-6
- Effective School
- Student Conduct
- Statewide
- School

School Address:

Hickam Elementary School
Manzelman Circle
Honolulu, HI 96818

Focus On School

To improve the quality of public schooling and the educational opportunities it affords to Hawai`i's children, we must have regular, understandable accounts of our schools' progress. This *School Status and Improvement Report* has been prepared as part of the Department's Comprehensive Assessment and Accountability System, and in accordance with **§302A-1004**, Hawai`i Revised Statutes, which requires systematic reports to the people about the performance of schools, individually and collectively.

This report includes a description of the school and provides information on the **context**, **process**, and **outcomes** of education at the school for the 1997-98 school year. **Context** information includes a profiling of the student population and school community. **Process** information describes the school's priorities, plans, and action for improvement and indicates the school's staffing levels and the quality and adequacy of facilities. **Outcome** information includes data on effective school practices, attendance, suspensions, standardized test results, and school completion (for high schools).

This report complements ***The Superintendent's Annual Report on School Performance and Improvement in Hawai`i***, which analyzes our schools collectively and in comparison to those of other states. Together, individual school reports and the summary *Superintendent's Report* describe our schools to help us judge them against our evolving State and national standards for school and school system performance.

School Description

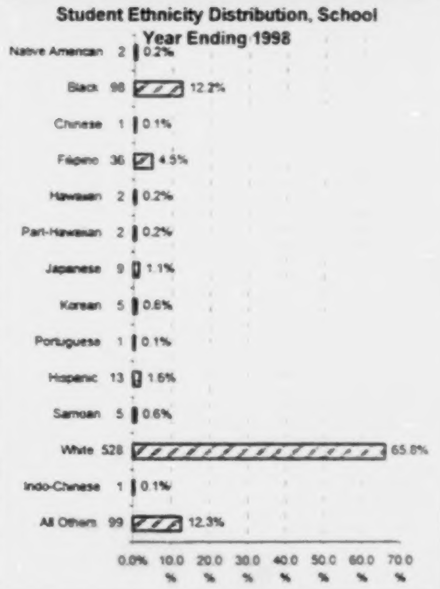
Hickam Elementary School is situated at Manzelman Circle on Hickam Air Force Base in Honolulu. Adjacent to our school is the Pearl Harbor Naval Shipyard. The enrollment of nearly 800 includes students whose families are connected to the Air Force, Army, or Navy. The population of our school is predominantly Caucasian, with a scattering of students of Asian, Polynesian, Hispanic and African-American background, and also includes a number of students who have limited English proficiency. A highly transient population, students come from many school systems throughout the nation and from schools for U.S. dependents established in foreign countries. This results in significant differences in levels of achievement and maturity throughout the grade levels. To accommodate the wide diversity and establish a sense of stability for our students, our school provides strong academic and co-curricular programs (e.g., programs for Students of Limited English Proficiency, gifted and talented, and for specific learning disabilities). Other programs include student council, supplementary reading, speech and language, music, physical fitness, and computer technology. Hickam Elementary strives to provide a safe, disciplined, drug-free learning environment for all of its students. Horace Meek Hickam Elementary School is operating under School/Community-Based Management.

BEST COPY AVAILABLE

Context: School Setting

Student Profile

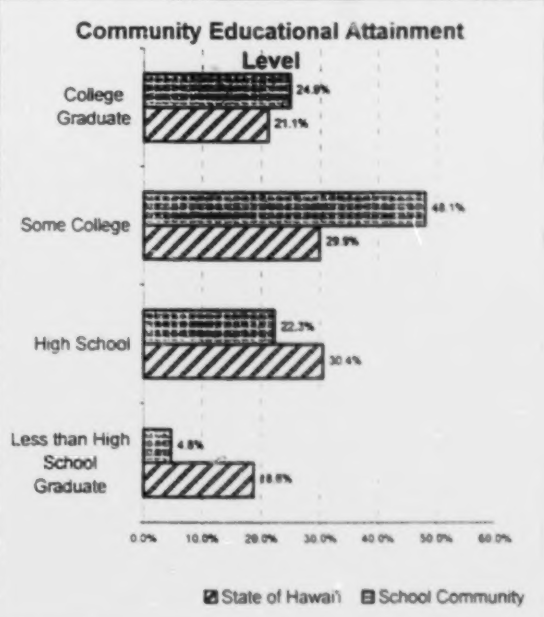
School year ending	*1996*	*1997*	*1998*
Fall enrollment	793	801	800
Number and percent of students enrolled for the entire school year	715	743	647
	90.2%	92.8%	80.9%
Number and percent of students receiving free or reduced-cost lunch	169	217	214
	21.3%	27.1%	26.8%
Number and percent of students in Special Education programs	30	35	32
	3.8%	4.4%	4.0%
Number and percent of students with limited English proficiency	3	9	7
	0.4%	1.1%	0.9%



Community Profile *Based on the 1990 U.S. Census*

	School Community	State of Hawai'i
Average family size	3.3	3.6
Percent of households with school age children (4-19)	57.4%	31.8%
Median household income	$31,171	$38,829
Per capita income	$9,940	$15,770
Percent of households with Public Assistance income	0.8%	6.8%
Percent of children (3-19 years) below poverty level	3.5%	11.6%
Percent of children (4-19 years) who are at-risk*	0.0%	2.1%

*Children 4 to 19 years of age who are not high school graduates living with mother who is not a high school graduate, is single, divorced or separated, and is below the poverty level.



BEST COPY AVAILABLE

Process: School Priorities

Information about a school's performance is most useful if schoolwide priorities are first identified. This rank ordering of school improvement goals provides a concise and clear sketch of this school's School Improvement Plans over the past three years. A description of school improvement priorities and activities during the school year just completed is given below

School Year Ending 1996	#1	Staff Development
	#2	Educational Technology
	#3	School/Community-Based Management
School Year Ending 1997	#1	Hawai`i Content and Performance Standards (Alignment)
	#2	Educational Technology
	#3	Success Compact
School Year Ending 1998	#1	School Renewal
	#2	Educational Technology
	#3	Success Compact

Priority 1: *School Renewal*

Hickam Elementary School has been undergoing a school renewal process utilizing the procedures outlined in Focus on Learning (FOL). The administrators and committee chairpersons attended workshops on the FOL process. Subsequently, several school-level meetings were held to develop the Expected Schoolwide Learning Results (ESLRS). After compiling data on various aspects of the school, a profile was shared with the faculty. Trends and inferences emerged after the analysis of the data, which served as a basis for identifying the ESLRS. Staff development days were provided to assess the school performance on FOL rubrics. From this, the school developed a School Improvement Plan (based upon the FOL rubric assessment). Our next steps are to review the draft SIP, prioritize actions and develop a timeline.

Priority 2: *Educational Technology*

Hickam Elementary School was awarded a three-year Incentive and Innovative Grant. Through the funding, the school was able to provide intensive training on computer technology for teachers. The forty-five hour training covered computer operation, word processing, operating systems, spreadsheets, databases, graphic and technology curriculum integration and implementation. The school also adopted a technology program with a scope and sequence for grades kindergarten through six.

Priority 3: *Success Compact*

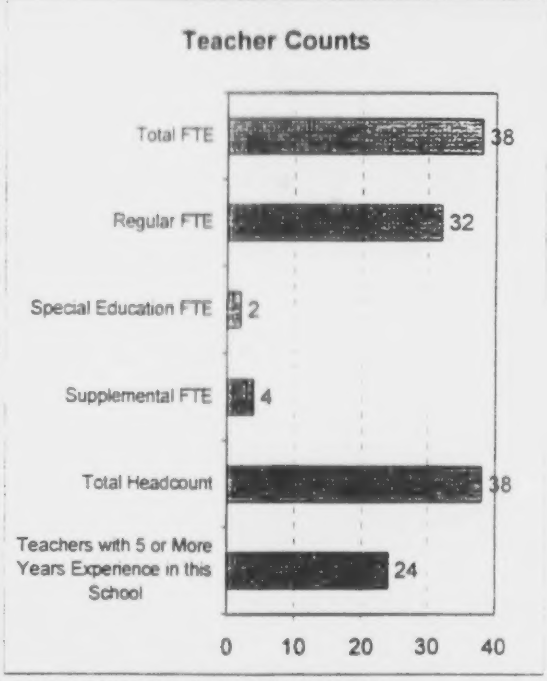
Hickam Elementary School is in the third year of implementation of the State's Success Compact program. Teachers attended workshops throughout the year to learn about effective teaching practices. They also visited classrooms and received first-hand experience on how to implement Success Compact strategies. A major outcome has been the development of unit plans in every grade level which includes effective teaching strategies and an alignment with the Hawaii Content and Performance Standards. Teachers in grades one and five were asked to share their unit plans with other teachers at the Central district Success Compact conference. Through the program we have seen an emergence of curriculum leaders in the school.

Process: School Resources

Certified Staff

School year ending 1998

Teaching Staff	
Total Full-Time Equivalent (FTE)	38.0
Regular Instruction, FTE	32.0
Special Education, FTE	2.0
Supplemental Instruction, FTE	4.0
Total number of persons assigned to teaching.	38
Teachers with 5 or more years experience in this school	24
Teachers' average years of experience	10.6
Students per Teaching Staff Member	
Regular Instruction	21.3
Special Education	16.0
Administrative and Student Services Staff	
Administration*, FTE	2.0
Librarians, FTE	1.0
Counselors, FTE	2.0
Number of principals at this school in the last five years	1



* Administration includes Principals, Vice-Principals, Student Activity Coordinators, Registrars, and Athletic Directors

Facilities

School year ending 1998

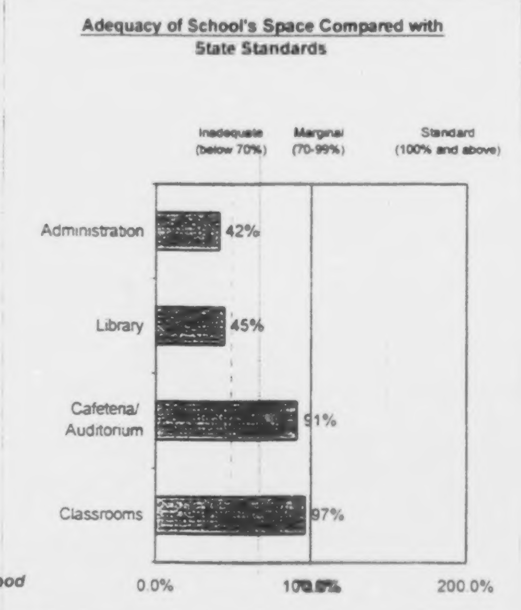
Classrooms available	38
Number of classrooms short (-) or over (+)	0

School facilities inspection results

	Score 1	Score 2	Score 3
Grounds		2	
Building exterior		2	
Building interior		2	
Equipment/Furnishings		2	
Health/Safety			3
Sanitation			3
Total		14	

For each category:
1 = Unacceptable, 2 = Satisfactory, 3 = Very Good

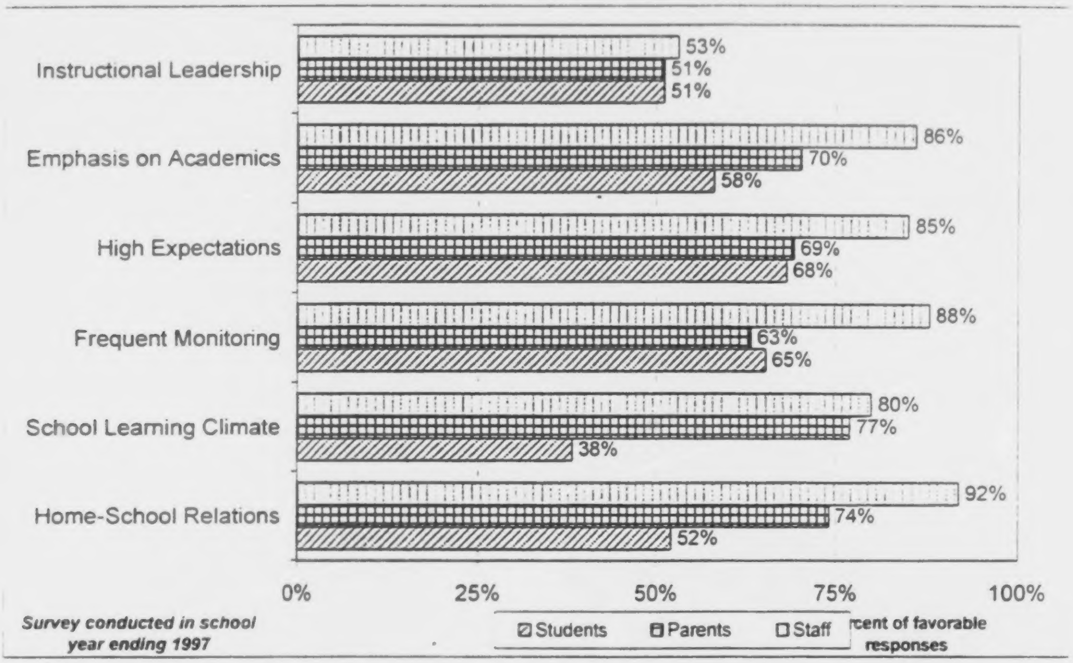
For Total:
6-8 = Unacceptable; 9-15 = Satisfactory; 16-18 = Very Good



Outcomes: Vital Signs

Effective School Practices

Effective Schools Survey

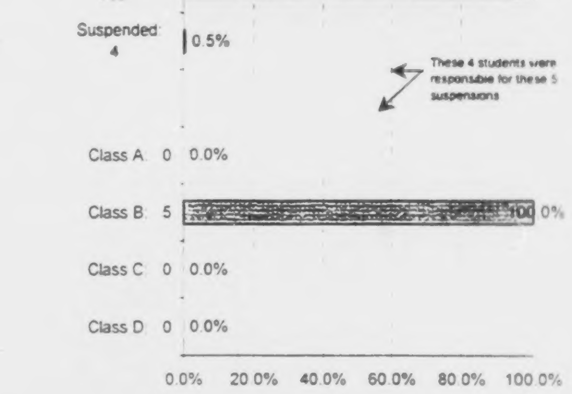


Student Conduct

Attendance and Absences

	School Year			State Standard
	1995-96	1996-97	1997-98	
Average Daily Attendance: % (higher is better)	96.6%	96.6%	96.2%	95.0%
Average Daily Absences: in days (lower is better)	6	5.9	6.7	9

School Suspensions, School Year Ending 1998



Examples of class of suspension:

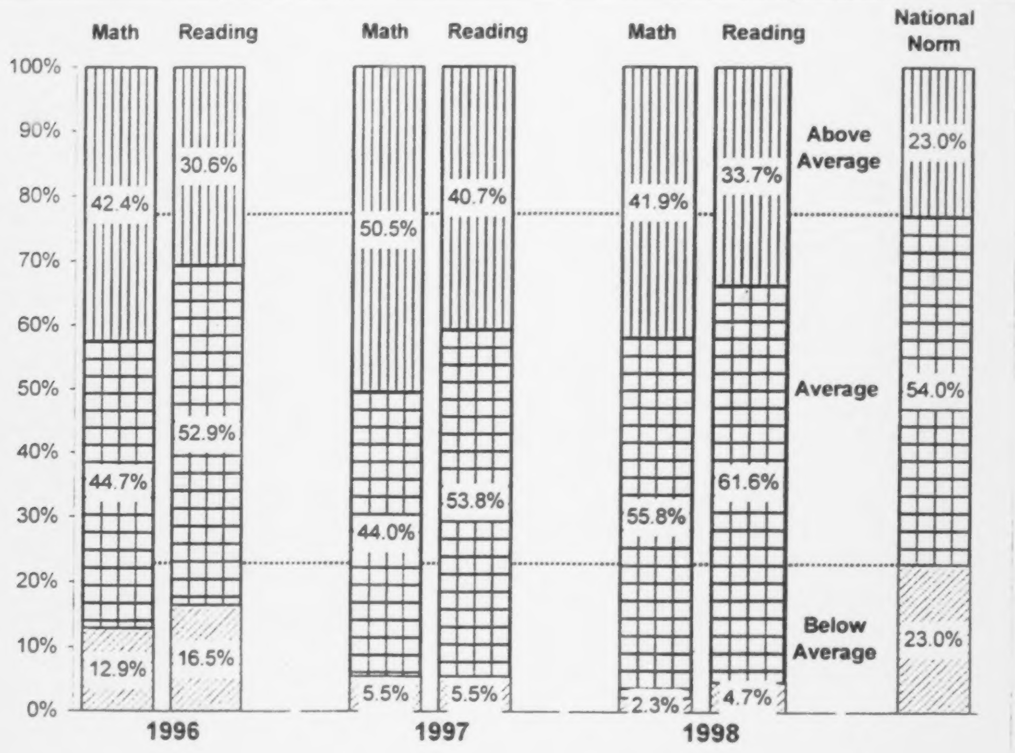
Class A: Burglary, robbery, sale of dangerous drugs
Class B: Disorderly conduct, trespassing
Class C: Class cutting, insubordination, smoking
Class D: Contraband (e.g. possession of tobacco)

BEST COPY AVAILABLE

Outcomes: Vital Signs

Statewide Testing

Stanford Achievement Test Results: Grade 6



Fall 1998
Comprehensive Assessment and Accountability System
School Year 1997-98

Major General Wm. R.

Shafter

Elementary School Grades K-6

School Status and Improvement Report

Content

Focus on School p. 1

School Description p. 1

Context: School Setting p. 2
- Student Profile
- Community

Process: School p. 3

Process: School p. 4
- Certified
- Facilities

Outcomes: Vital Signs pp. 5-6
- Effective School
- Student Conduct
- Statewide
- School

School Address:

Shafter Elementary School
2 Fort Shafter
Honolulu, HI 96819

Focus On School

To improve the quality of public schooling and the educational opportunities it affords to Hawai'i's children, we must have regular, understandable accounts of our schools' progress. This *School Status and Improvement Report* has been prepared as part of the Department's Comprehensive Assessment and Accountability System, and in accordance with **§302A-1004**, Hawai'i Revised Statutes, which requires systematic reports to the people about the performance of schools, individually and collectively.

This report includes a description of the school and provides information on the **context**, **process**, and **outcomes** of education at the school for the 1997-98 school year. **Context** information includes a profiling of the student population and school community. **Process** information describes the school's priorities, plans, and action for improvement and indicates the school's staffing levels and the quality and adequacy of facilities. **Outcome** information includes data on effective school practices, attendance, suspensions, standardized test results, and school completion (for high schools).

This report complements ***The Superintendent's Annual Report on School Performance and Improvement in Hawai'i***, which analyzes our schools collectively and in comparison to those of other states. Together, individual school reports and the summary *Superintendent's Report* describe our schools to help us judge them against our evolving State and national standards for school and school system performance.

School Description

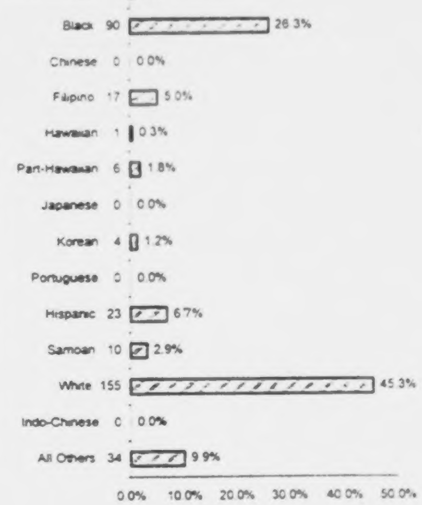
Begun in 1951, Major General William R. Shafter Elementary School serves the military families who reside on Fort Shafter Military Post. Because of frequent military rotations, Shafter has a very high transiency rate. All of our families are federally connected. William R. Shafter Elementary School is operating under School/Community-Based Management.

Context: School Setting

Student Profile

School year ending	*1996*	*1997*	*1998*
Fall enrollment	416	439	340
Number and percent of students enrolled for the entire school year	277 66.6%	297 67.7%	271 79.7%
Number and percent of students receiving free or reduced-cost lunch	88 21.2%	112 25.5%	77 22.6%
Number and percent of students in Special Education programs	22 5.3%	14 3.2%	8 2.4%
Number and percent of students with limited English proficiency	4 1.0%	9 2.1%	14 4.1%

Student Ethnicity Distribution, School Year Ending 1998

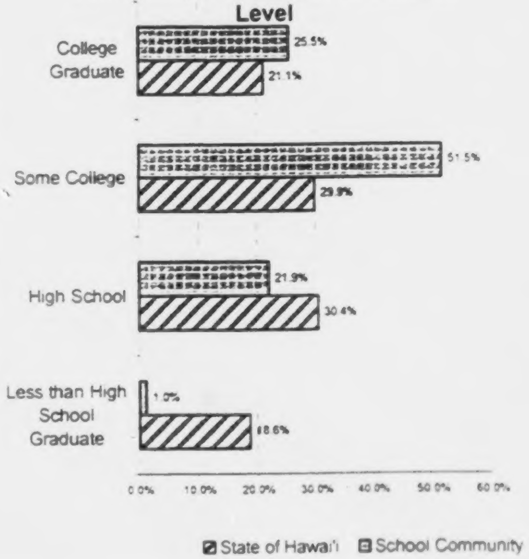


Community Profile *Based on the 1990 U.S. Census*

	School Community	State of Hawai'i
Average family size	2.4	3.6
Percent of households with school age children (4-19)	53.5%	31.8%
Median household income	$29,858	$38,829
Per capita income	$12,364	$15,770
Percent of households with Public Assistance income	0.9%	6.8%
Percent of children (3-19 years) below poverty level	10.7%	11.6%
Percent of children (4-19 years) who are at-risk*	0.0%	2.1%

*Children 4 to 19 years of age who are not high school graduates living with mother who is not a high school graduate, is single, divorced or separated, and is below the poverty level.

Community Educational Attainment Level



Process: School Priorities

Information about a school's performance is most useful if schoolwide priorities are first identified. This rank ordering of school improvement goals provides a concise and clear sketch of this school's School Improvement Plans over the past three years. A description of school improvement priorities and activities during the school year just completed is given below.

School Year Ending 1996	#1	Student Achievement
	#2	Staff Development
	#3	Student Attitude
School Year Ending 1997	#1	Success Compact
	#2	Educational Technology
	#3	School to Work
School Year Ending 1998	#1	Success Compact
	#2	Hawai'i Content and Performance Standards (Alignment)
	#3	School to Work

Priority 1: *SUCCESS Compact*

Improvement Focus: Integrated Unit Plan Development. Each grade level developed an integrated unit addressing literacy strategies aligned with Hawaii Content and Performance Standards. Six cadre teachers attended SUCCESS Compact District Conferences, coordinated and planned school in-service sessions, acted as liaison to grade level teachers, and served as authentic resources to teachers as mentors. Ms. Claire Sato (Librarian and Co-Curriculum Coordinator) coordinated and facilitated our SUCCESS Compact Cadre with the assistance of Mrs. Candy Yanagihara, District Resource Teacher.

Activities: Teachers developed, implemented, evaluated and shared Integrated Units which addressed thinking, technology and literacy skills in language arts, mathematics, science and social studies. Each week a different strategy was highlighted and addressed by all teachers in "Word of the Week" program.

Results Obtained: Students continued to maintain Rubric Rating 3 or better in grades 1-6 (School developed Rubric Rating Scale 4-1). We have shared our integrated lessons at district workshops.

Priority 2: *Hawaii Content and Performance Standards (Alignment)*

Improvement Focus: Alignment of our Science and Mathematics Curriculum to Hawaii Content and Performance Standards (HCPS).

Activities: A complex Eisenhower funded staff development grant enabled teachers to align science and mathematics curriculum to HCPS during two school-wide workshops and four district cadre workshops.

Results Obtained: Articulation among grade level teachers clarified mathematics. The alignment of our curriculum with HCPS provides a standard with which to assess student achievement in science and mathematics.

Priority 3: *School to Work*

Improvement Focus: Staff Development to development a complex plan and refinement of our school plan were our foci this year. Our objective was to develop critical thinking problem solvers who can communicate effectively and work together in a team. We also highlighted service learning activities.

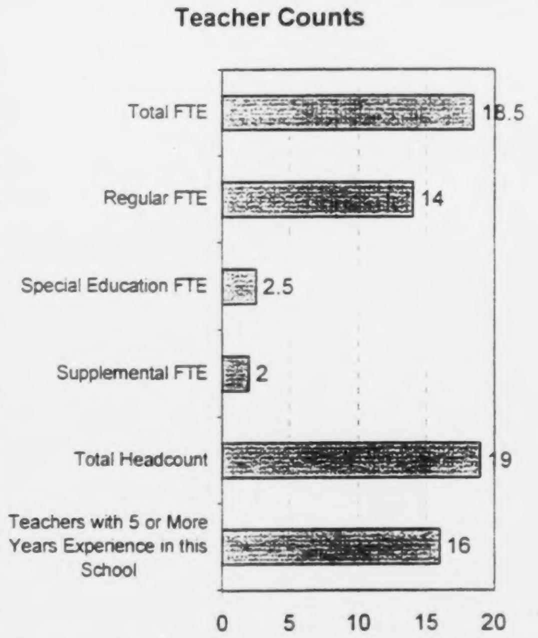
Activities: Through workshops, our cadre and staff developed Competencies K-6 which teachers addressed this year. A K-6 student portfolio of career related information and systematic method of collection of student data were developed. Student groups such as Helping Hands, Student Mediators Acting Responsibly Together (SMART) and Student Council conducted service learning activities and coordinated complex Food Bank activities.

Process: School Resources

Certified Staff

School year ending 1998

Teaching Staff	
Total Full-Time Equivalent (FTE)	18.5
Regular Instruction, FTE	14.0
Special Education, FTE	2.5
Supplemental Instruction, FTE	2.0
Total number of persons assigned to teaching.	19
Teachers with 5 or more years experience in this school	16
Teachers' average years of experience	14.6
Students per Teaching Staff Member	
Regular Instruction	20.8
Special Education	3.2
Administrative and Student Services Staff	
Administration*, FTE	1.0
Librarians, FTE	1.0
Counselors, FTE	1.0
Number of principals at this school in the last five years	1


Teacher Counts

* Administration includes Principals, Vice-Principals, Student Activity Coordinators, Registrars, and Athletic Directors

Facilities

School year ending 1998

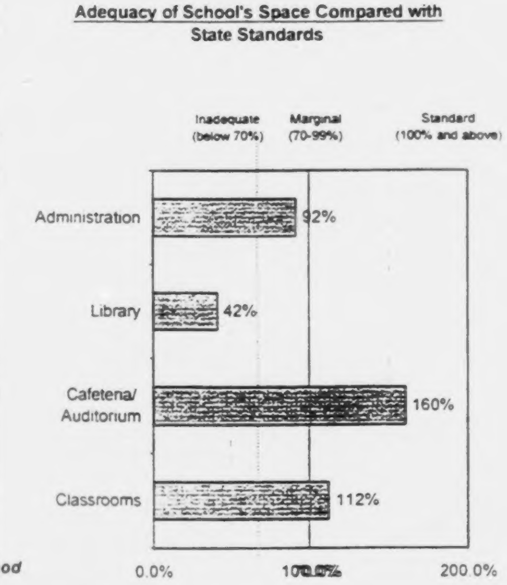
Classrooms available	19
Number of classrooms short (-) or over (+)	0

School facilities inspection results

	Score 1	2	3
Grounds		2	
Building exterior	1		
Building interior		2	
Equipment/Furnishings		2	
Health/Safety		2	
Sanitation	1		
Total		10	

For each category
1 = Unacceptable, 2 = Satisfactory, 3 = Very Good

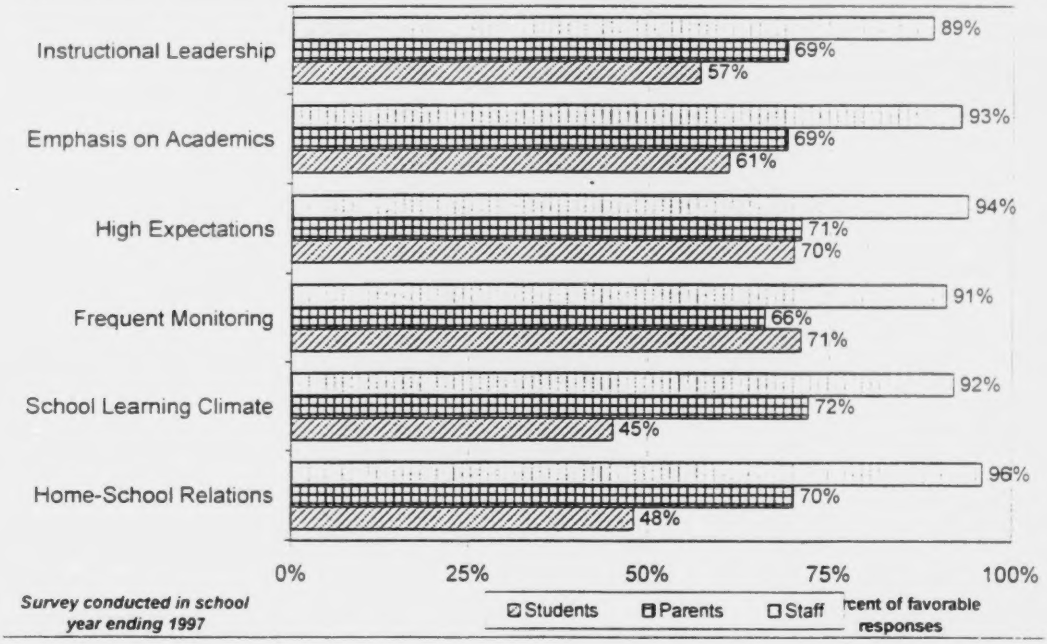
For Total:
6-8 = Unacceptable; 9-15 = Satisfactory; 16-18 = Very Good


Adequacy of School's Space Compared with State Standards

Outcomes: Vital Signs

Effective School Practices

Effective Schools Survey



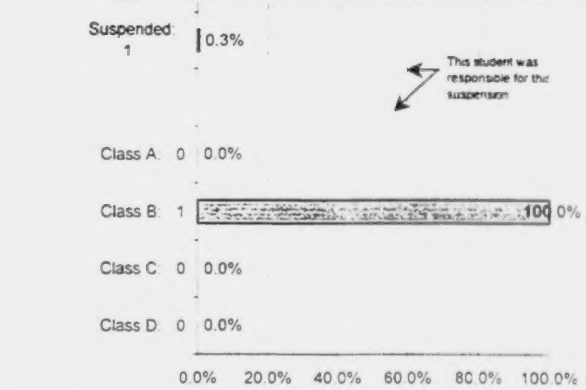
Survey conducted in school year ending 1997

Student Conduct

Attendance and Absences

School Year 1995-96	1996-97	1997-98	State Standard
Average Daily Attendance: % (higher is better)			
96.3%	96.9%	96.6%	95.0%
Average Daily Absences: in days (lower is better)			
6.5	5.5	5.9	9

School Suspensions, School Year Ending 1998



Examples of class of suspension:

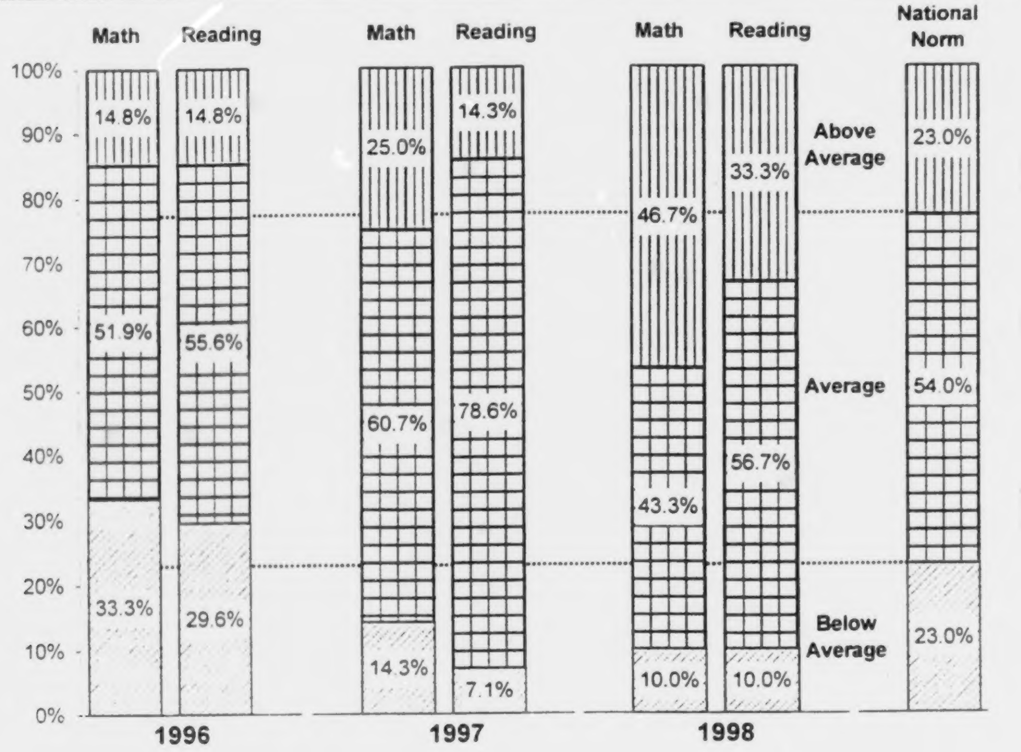
Class A: Burglary, robbery, sale of dangerous drugs
Class B: Disorderly conduct, trespassing
Class C: Class cutting, insubordination, smoking
Class D: Contraband (e.g. possession of tobacco)

BEST COPY AVAILABLE

Outcomes: Vital Signs

Statewide Testing

Stanford Achievement Test Results: Grade 6



Fall 1998
Comprehensive Assessment and Accountability System
School Year 1997-98

Iroquois Point

Elementary School Grades K-6

School Status and Improvement Report

Content

Focus on School p. 1
School Description p. 1
Context: School Setting p. 2
- **Student Profile**
- **Community**

Process: School p. 3
Process: School p. 4
- **Certified**
- **Facilities**

Outcomes: Vital Signs pp. 5-6
- **Effective School**
- **Student Conduct**
- **Statewide**
- **School**

School Address:

Iroquois Point Elementary School
5553 Cormorant Avenue
'Ewa Beach, HI 96706

Focus On School

To improve the quality of public schooling and the educational opportunities it affords to Hawai'i's children, we must have regular, understandable accounts of our schools' progress. This *School Status and Improvement Report* has been prepared as part of the Department's Comprehensive Assessment and Accountability System, and in accordance with **§302A-1004**, Hawai'i Revised Statutes, which requires systematic reports to the people about the performance of schools, individually and collectively.

This report includes a description of the school and provides information on the **context**, **process**, and **outcomes** of education at the school for the 1997-98 school year. **Context** information includes a profiling of the student population and school community. **Process** information describes the school's priorities, plans, and action for improvement and indicates the school's staffing levels and the quality and adequacy of facilities. **Outcome** information includes data on effective school practices, attendance, suspensions, standardized test results, and school completion (for high schools).

This report complements ***The Superintendent's Annual Report on School Performance and Improvement in Hawai'i***, which analyzes our schools collectively and in comparison to those of other states. Together, individual school reports and the summary *Superintendent's Report* describe our schools to help us judge them against our evolving State and national standards for school and school system performance.

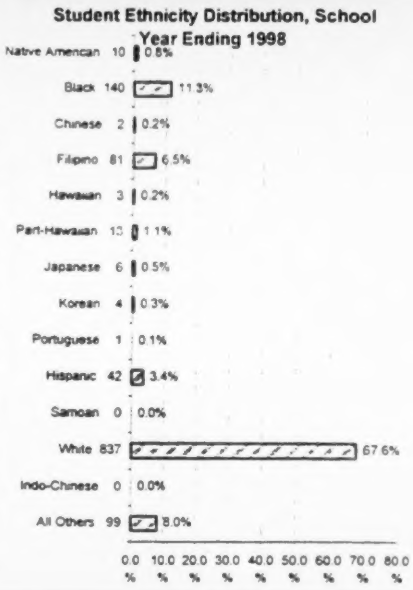
School Description

Established in 1960, Iroquois Point Elementary School is located approximately 2.5 miles from the center of the 'Ewa Beach business district and serves students from the Iroquois Point, Puuloa, and Capehart living quarters. Almost all of the students are military dependents; hence, the transiency rate is high. Iroquois Point Elementary School is presently a schoolwide Title I school. Iroquois Point Elementary School is operating under School/Community-Based Management.

Context: School Setting

Student Profile

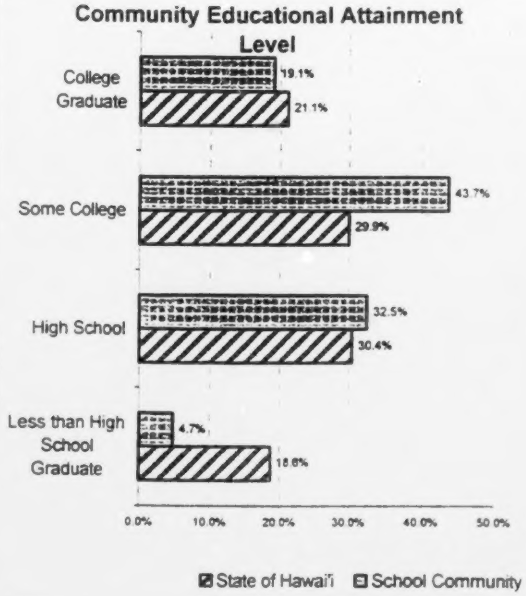
School year ending	*1996*	*1997*	*1998*
Fall enrollment	1189	1222	1257
Number and percent of students enrolled for the entire school year	1015 85.4%	947 77.5%	886 70.5%
Number and percent of students receiving free or reduced-cost lunch	490 41.2%	533 43.6%	510 40.6%
Number and percent of students in Special Education programs	67 5.6%	65 5.3%	80 6.4%
Number and percent of students with limited English proficiency	19 1.6%	9 0.7%	9 0.7%


Student Ethnicity Distribution, School Year Ending 1998

Community Profile *Based on the 1990 U.S. Census*

	School Community	State of Hawai'i
Average family size	3.2	3.6
Percent of households with school age children (4-19)	61.3%	31.8%
Median household income	$28,750	$38,829
Per capita income	$8,790	$15,770
Percent of households with Public Assistance income	2.1%	6.8%
Percent of children (3-19 years) below poverty level	5.3%	11.6%
Percent of children (4-19 years) who are at-risk*	0.4%	2.1%

*Children 4 to 19 years of age, who are not high school graduates, living with mother who is not a high school graduate, is single, divorced or separated, and is below the poverty level


Community Educational Attainment Level

BEST COPY AVAILABLE

Process: School Priorities

Information about a school's performance is most useful if schoolwide priorities are first identified. This rank ordering of school improvement goals provides a concise and clear sketch of this school's School Improvement Plans over the past three years. A description of school improvement priorities and activities during the school year just completed is given below.

School Year Ending 1996	#1	Staff Development
	#2	Student Achievement
	#3	Hawai‘i Content and Performance Standards (Alignment)
School Year Ending 1997	#1	Staff Development
	#2	Student Achievement
	#3	Educational Technology
School Year Ending 1998	#1	Student Achievement
	#2	Parent Involvement/Community Relations
	#3	Educational Technology

Priority 1: *Student Achievement*

Student achievement continues to be a primary focus at Iroquois Point Elementary. Title I efforts in tutoring students in math and reading as well as schoolwide initiatives in using Success Compact strategies have contributed to an increase in student achievement. Students were given the Stanford Achievement Test in grades 1 through 6 in Spring 1998. In addition, baseline data was collected for grade 1 students using Accelerated Reading and grade 2 students using the Houghton Mifflin Benchmark Progress Test.

Priority 2: *Parent Involvement/Community Relations*

A Parent/Teacher Support Group was formed this year to increase parent involvement in the school. New parent and student orientations were held every two weeks. Parenting workshops and parent/child interaction activities were offered through the PCNC, Title I Parent Involver, and Parent Teacher Support Group. Staff members attend the Iroquois Point Ohana meetings to update the community on SCBM initiatives and other school events.

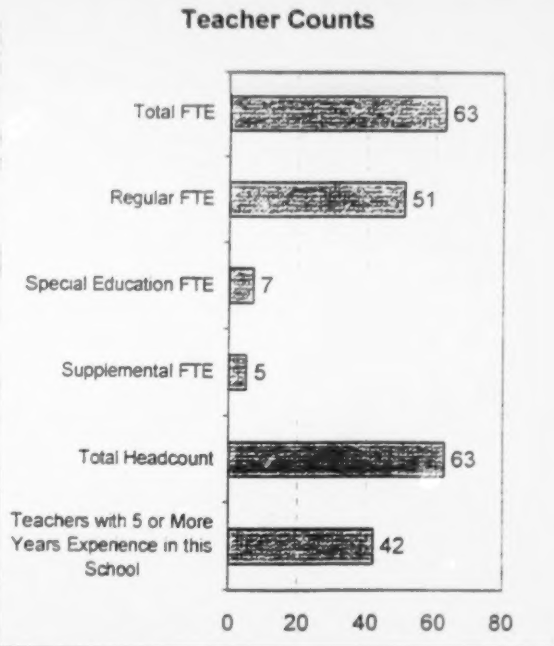
Priority 3: *Educational Technology*

Classrooms for students in grades 4, 5, and 6 as well as the computer lab, the library, and the office are connected for long distance and local area networking capability. Plans continue to connect classrooms in kindergarten and grades 1 to 3.

Process: School Resources

Certified Staff *School year ending 1998*

Teaching Staff	
Total Full-Time Equivalent (FTE)	63.0
Regular Instruction FTE	51.0
Special Education FTE	7.0
Supplemental Instruction FTE	5.0
Total number of persons assigned to teaching	63
Teachers with 5 or more years experience in this school	42
Teachers' average years of experience	9.6
Students per Teaching Staff Member	
Regular Instruction	21.0
Special Education	11.4
Administrative and Student Services Staff	
Administration*, FTE	3.0
Librarians, FTE	1.0
Counselors, FTE	4.0
Number of principals at this school in the last five years	2



Teacher Counts

* Administration includes Principals, Vice-Principals, Student Activity Coordinators, Registrars, and Athletic Directors

Facilities *School year ending 1998*

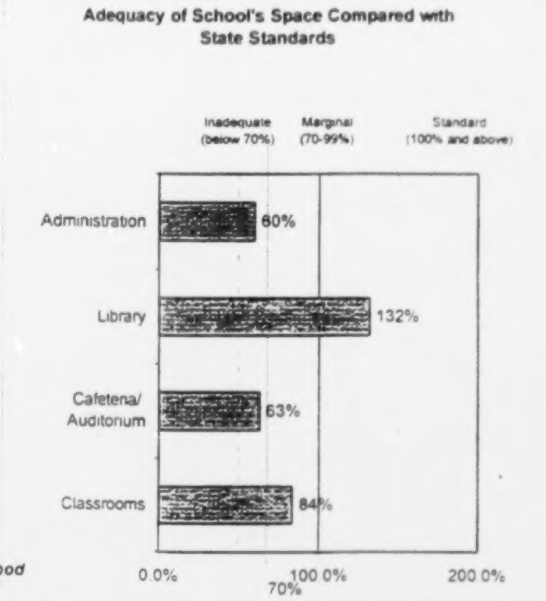
Classrooms available	54
Number of classrooms short (-) or over (+)	-5

School facilities inspection results

	Score 1	Score 2	Score 3
Grounds		2	
Building exterior		2	
Building interior		2	
Equipment/Furnishings		2	
Health/Safety		2	
Sanitation		2	
Total		12	

For each category
1 = Unacceptable, 2 = Satisfactory, 3 = Very Good

For Total:
6-8 = Unacceptable; 9-15 = Satisfactory; 16-18 = Very Good

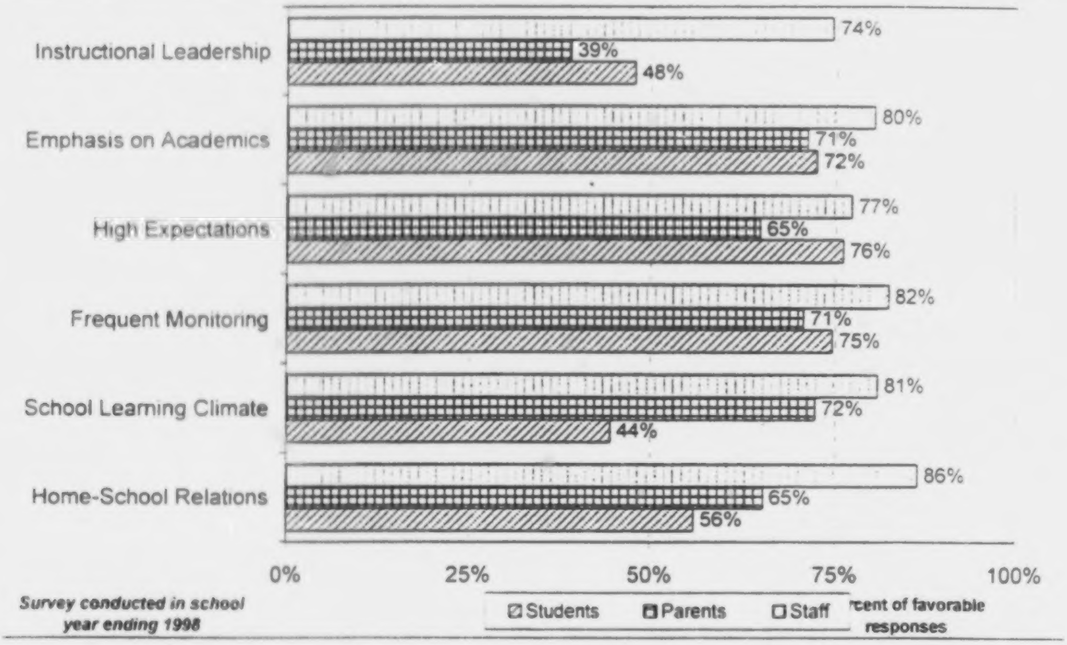


Adequacy of School's Space Compared with State Standards

Outcomes: Vital Signs

Effective School Practices

Effective Schools Survey

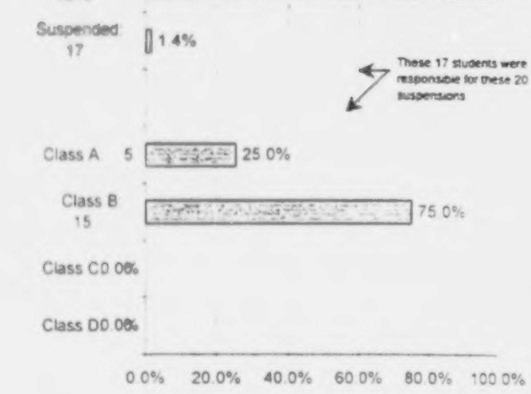


Student Conduct

Attendance and Absences

School Year 1995-96	1996-97	1997-98	*State Standard*
Average Daily Attendance: % (higher is better)			
96.3%	96.3%	95.4%	95.0%
Average Daily Absences: in days (lower is better)			
6.5	6.4	8.1	9

School Suspensions, School Year Ending 1998



Examples of class of suspension

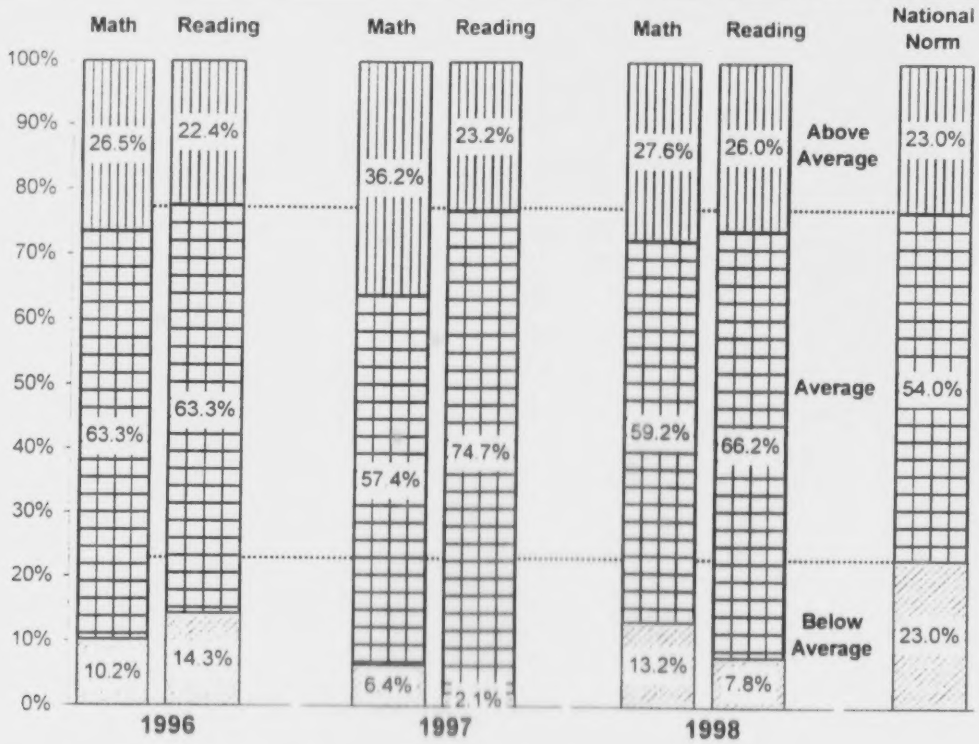
Class A: Burglary, robbery, sale of dangerous drugs
Class B: Disorderly conduct, trespassing
Class C: Class cutting, insubordination, smoking
Class D: Contraband (e.g. possession of tobacco)

BEST COPY AVAILABLE

Outcomes: Vital Signs

Statewide Testing

Stanford Achievement Test Results: Grade 6



Fall 1998
Comprehensive Assessment and Accountability System
School Year 1997-98

Barbers Point

Elementary School Grades K-6

School Status and Improvement Report

Content

Focus on School p. 1
School Description p. 1
Context: School Setting p. 2
- **Student Profile**
- **Community**

Process: School p. 3
Process: School p. 4
- **Certified**
- **Facilities**

Outcomes: Vital Signs pp. 5-6
- **Effective School**
- **Student Conduct**
- **Statewide**
- **School**

School Address:

Barbers Point Elementary School
Boxer Road, NAS Barbers Point
Kapolei, HI 96707

Focus On School

To improve the quality of public schooling and the educational opportunities it affords to Hawai`i's children, we must have regular, understandable accounts of our schools' progress. This *School Status and Improvement Report* has been prepared as part of the Department's Comprehensive Assessment and Accountability System, and in accordance with **§302A-1004**, Hawai`i Revised Statutes, which requires systematic reports to the people about the performance of schools, individually and collectively.

This report includes a description of the school and provides information on the **context**, **process**, and **outcomes** of education at the school for the 1997-98 school year. **Context** information includes a profiling of the student population and school community. **Process** information describes the school's priorities, plans, and action for improvement and indicates the school's staffing levels and the quality and adequacy of facilities. **Outcome** information includes data on effective school practices, attendance, suspensions, standardized test results, and school completion (for high schools).

This report complements ***The Superintendent's Annual Report on School Performance and Improvement in Hawai`i***, which analyzes our schools collectively and in comparison to those of other states. Together, individual school reports and the summary *Superintendent's Report* describe our schools to help us judge them against our evolving State and national standards for school and school system performance.

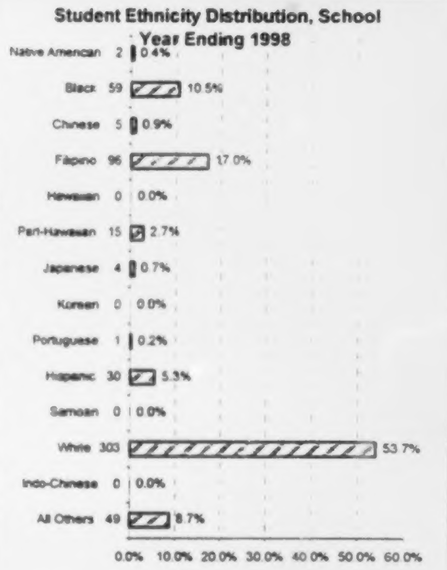
School Description

Located on the Naval Air Station, Barbers Point Elementary School has regular programs for Kindergarten through sixth grade and special education programs for preschool through sixth grade. The school promotes academic excellence, with emphasis in music, physical education, and the arts. Barbers Point Elementary School was accredited in 1993 by the Western Association of Schools & Colleges for a period of six years. Barbers Point Elementary School is operating under School/Community-Based Management.

Context: School Setting

Student Profile

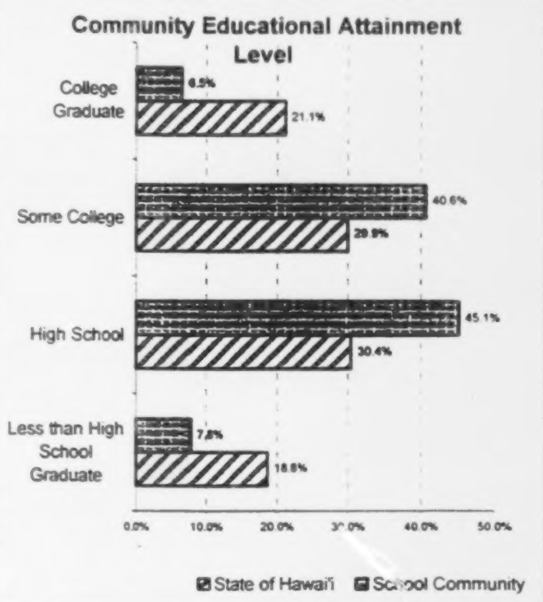
School year ending	*1996*	*1997*	*1998*
Fall enrollment	505	515	565
Number and percent of students enrolled for the entire school year	414	447	441
	82.0%	86.8%	78.1%
Number and percent of students receiving free or reduced-cost lunch	158	213	200
	31.3%	41.4%	35.4%
Number and percent of students in Special Education programs	28	26	38
	5.5%	5.0%	6.7%
Number and percent of students with limited English proficiency	21	14	15
	4.2%	2.7%	2.7%



Community Profile *Based on the 1990 U.S. Census*

	School Community	State of Hawai'i
Average family size	2.6	3.6
Percent of households with school age children (4-19)	32.0%	31.8%
Median household income	$24,228	$38,829
Per capita income	$10,312	$15,770
Percent of households with Public Assistance income	1.5%	6.8%
Percent of children (3-19 years) below poverty level	3.8%	11.6%
Percent of children (4-19 years) who are at-risk*	0.0%	2.1%

*Children 4 to 19 years of age, who are not high school graduates, living with mother who is not a high school graduate, is single, divorced or separated, and is below the poverty level



Process: School Priorities

Information about a school's performance is most useful if schoolwide priorities are first identified. This rank ordering of school improvement goals provides a concise and clear sketch of this school's School Improvement Plans over the past three years. A description of school improvement priorities and activities during the school year just completed is given below.

School Year Ending 1996	#1	Student Achievement
	#2	Educational Technology
	#3	Parent Involvement/Community Relations
School Year Ending 1997	#1	Student Achievement
	#2	Parent Involvement/Community Relations
	#3	Educational Technology
School Year Ending 1998	#1	Accreditation
	#2	Title I Schoolwide Project
	#3	Parent Involvement/Community Relations

Priority 1: *Accreditation*

Barbers Point Elementary is currently undergoing the Focus on Learning process as it seeks to renew accreditation. The four focus groups consisted of members from the entire school community. Through this process the school has developed a comprehensive, data-based picture of the school's strengths and needs with a Self Study Report completed in December. These findings were compiled and prioritized into a tentative six year action plan which also encompasses a technology plan. This plan will be used to determine current and future budget allocations. The school is preparing for a WASC committee visitation in March, 1999.

Priority 2: *Title I Schoolwide Project*

Barbers Point Elementary began implementing a Target Assist Title I project this past school year with services provided to targeted students in first and second grade. FOL facilitators began attending Title I Schoolwide Planning workshops with hopes of developing a plan to expand the project to a schoolwide effort. Because of the alignment of the Schoolwide Planning process with the FOL process, the information generated by the focus groups was also used to develop a schoolwide plan. The school was informed, in March, however, that it would no longer be eligible for Title I funding. Schoolwide improvement planning continued through the FOL process.

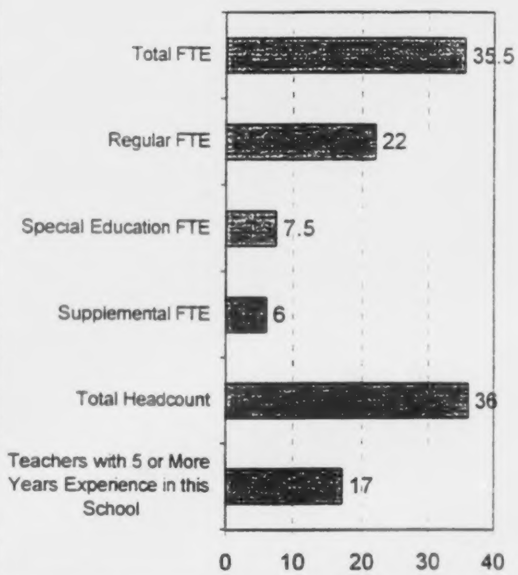
Priority 3: *Parent Involvement/Community Relations*

Parent involvement and community relations are embedded in the FOL and Title I Schoolwide planning process. Through the focus groups, concerns regarding student support and parent/community involvement were shared and discussed. Surveys were distributed to students and parents to gain a better understanding of their views of the school. The surveys focused on the support system available to students and the degree to which parents and members of the community are involved. A plan of action has been developed where issues on improvement are addressed. The next step is to implement the plan of action, which includes increasing parent involvement in the class and in schoolwide activities, as well as strengthen membership of the PTSO.

Process: School Resources

Certified Staff *School year ending 1998*

Teaching Staff	
Total Full-Time Equivalent (FTE)	35.5
Regular Instruction, FTE	22.0
Special Education, FTE	7.5
Supplemental Instruction, FTE	6.0
Total number of persons assigned to teaching.	36
Teachers with 5 or more years experience in this school	17
Teachers' average years of experience	10.9
Students per Teaching Staff Member	
Regular Instruction	18.8
Special Education	5.1
Administrative and Student Services Staff	
Administration*, FTE	2.0
Librarians, FTE	1.0
Counselors, FTE	1.0
Number of principals at this school in the last five years	2



Teacher Counts

* Administration includes Principals, Vice-Principals, Student Activity Coordinators, Registrars, and Athletic Directors

Facilities *School year ending 1998*

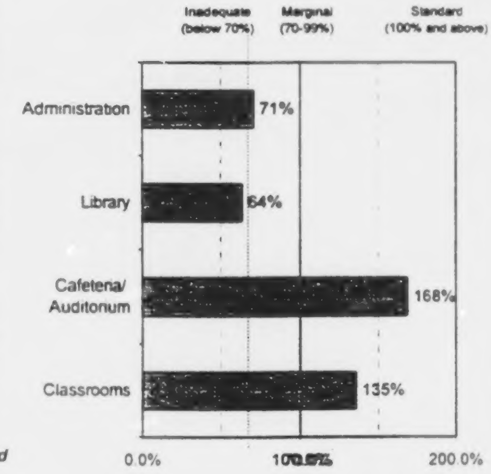
Classrooms available	39
Number of classrooms short (-) or over (+)	4

School facilities inspection results

	Score 1	Score 2	Score 3
Grounds			3
Building exterior		2	
Building interior		2	
Equipment/Furnishings		2	
Health/Safety		2	
Sanitation		2	
Total		13	

For each category:
1 = Unacceptable; 2 = Satisfactory; 3 = Very Good

For Total:
6-8 = Unacceptable; 9-15 = Satisfactory; 16-18 = Very Good

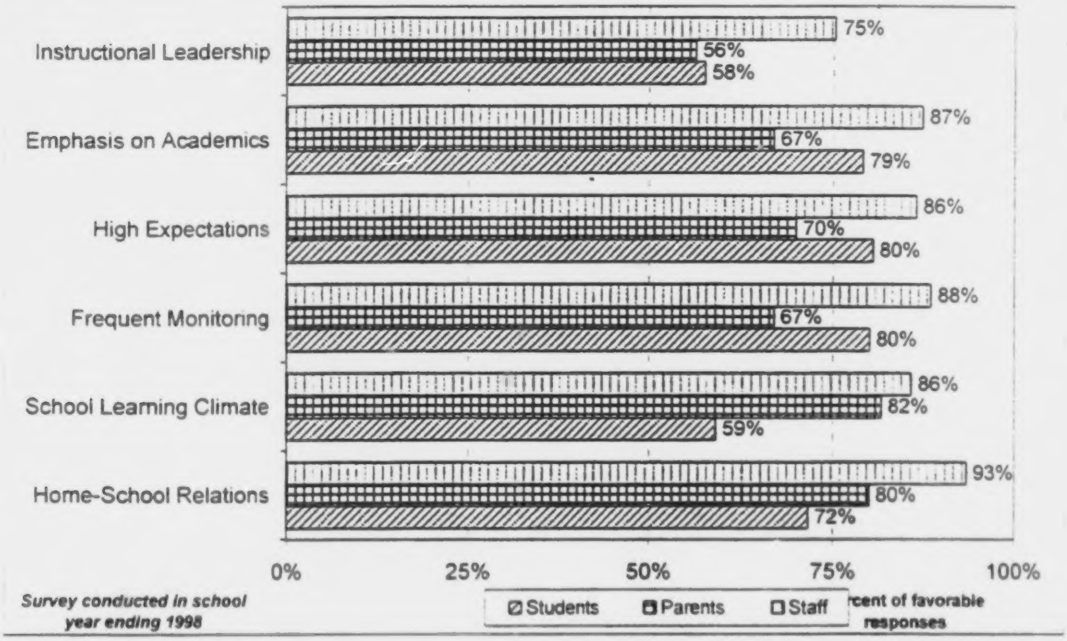


Adequacy of School's Space Compared with State Standards

Outcomes: Vital Signs

Effective School Practices

Effective Schools Survey



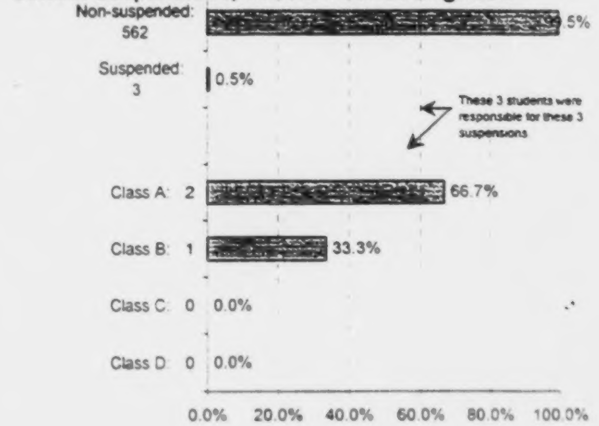
Survey conducted in school year ending 1998

Student Conduct

Attendance and Absences

	School Year			*State Standard*
	1995-96	1996-97	1997-98	
Average Daily Attendance: % (higher is better)	95.8%	95.4%	95.5%	95.0%
Average Daily Absences: in days (lower is better)	7.4	8.1	7.8	9

School Suspensions, School Year Ending 1998



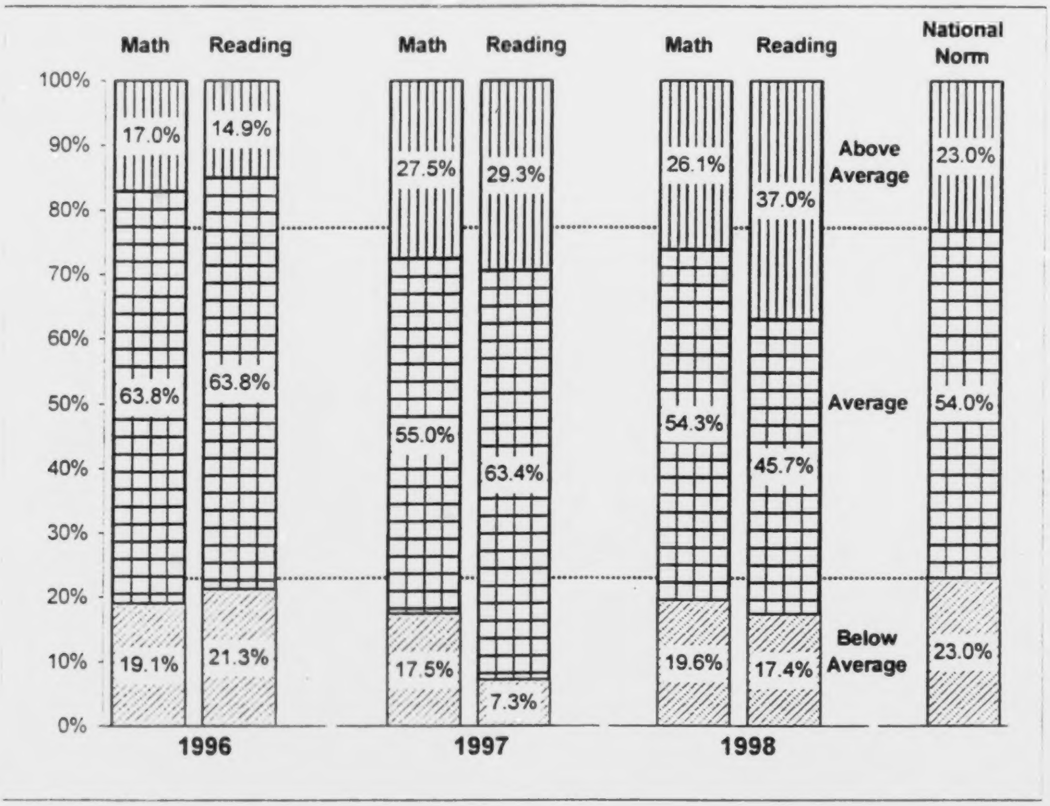
Examples of class of suspension:	
	Class A: Burglary, robbery, sale of dangerous drugs
	Class B: Disorderly conduct, trespassing
	Class C: Class cutting, insubordination, smoking
	Class D: Contraband (e.g. possession of tobacco)

BEST COPY AVAILABLE

Outcomes: Vital Signs

Statewide Testing

Stanford Achievement Test Results: Grade 6



Fall 1998
Comprehensive Assessment and Accountability System
School Year 1997-98

Mokapu

Elementary School Grades K-6

School Status and Improvement Report

Content

Focus on School p. 1
School Description p. 1
Context: School Setting p. 2
- Student Profile
- Community

Process: School p. 3
Process: School p. 4
- Certified
- Facilities

Outcomes: Vital Signs pp. 5-6
- Effective School
- Student Conduct
- Statewide
- School

School Address:

Mokapu Elementary School
1193 Mokapu Blvd. KMCB Bldg.
Kailua, HI 96734

Focus On School

To improve the quality of public schooling and the educational opportunities it affords to Hawai`i's children, we must have regular, understandable accounts of our schools' progress. This *School Status and Improvement Report* has been prepared as part of the Department's Comprehensive Assessment and Accountability System, and in accordance with **§302A-1004**, Hawai`i Revised Statutes, which requires systematic reports to the people about the performance of schools, individually and collectively.

This report includes a description of the school and provides information on the **context**, **process**, and **outcomes** of education at the school for the 1997-98 school year. **Context** information includes a profiling of the student population and school community. **Process** information describes the school's priorities, plans, and action for improvement and indicates the school's staffing levels and the quality and adequacy of facilities. **Outcome** information includes data on effective school practices, attendance, suspensions, standardized test results, and school completion (for high schools).

This report complements ***The Superintendent's Annual Report on School Performance and Improvement in Hawai`i***, which analyzes our schools collectively and in comparison to those of other states. Together, individual school reports and the summary *Superintendent's Report* describe our schools to help us judge them against our evolving State and national standards for school and school system performance.

School Description

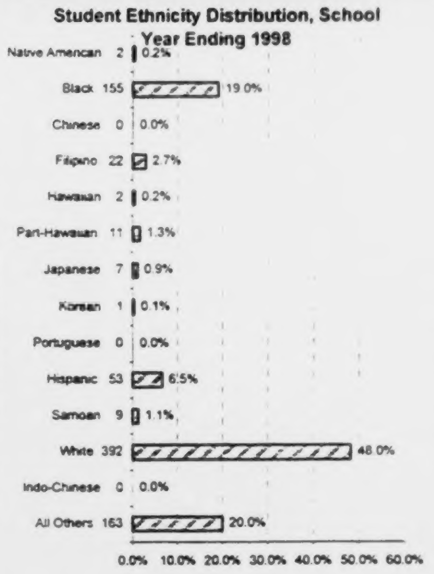
Mokapu Elementary School is located on the Kane`ohe Marine Corps Base Hawai`i (MCBH). Mokapu serves Marine and Navy families who live on MCBH and serve in Hawai`i typically for a three year tour of duty. MCBH is a deployment base; fathers and mothers in the Marines or Navy may be deployed six months or more away from Hawai`i and their families, and one month on the island of Hawai`i for training.

Mokapu Elementary School has been the largest elementary school in Windward O`ahu, with a student enrollment ranging from 800 to over 950 in classes from preschool to grade six. The vision of the Mokapu School is to develop a community of learners. The mission is to motivate, educate, and develop responsible citizens.

Context: School Setting

Student Profile

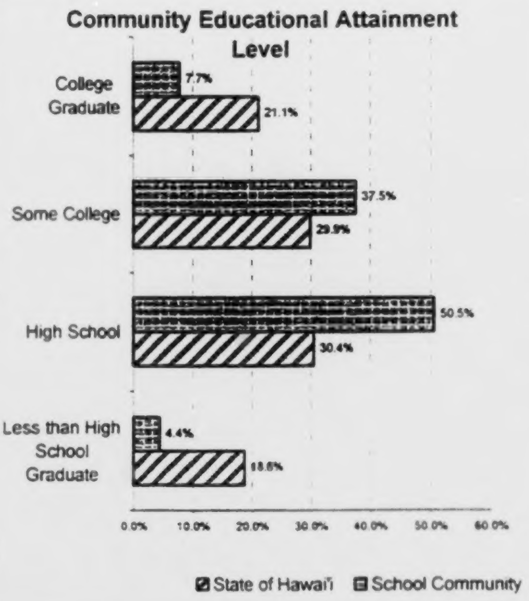
School year ending	*1996*	*1997*	*1998*
Fall enrollment	831	859	816
Number and percent of students enrolled for the entire school year	644 77.5%	668 77.8%	671 82.2%
Number and percent of students receiving free or reduced-cost lunch	302 36.3%	309 36.0%	367 45.0%
Number and percent of students in Special Education programs	58 7.0%	48 5.6%	50 6.1%
Number and percent of students with limited English proficiency	16 1.9%	29 3.4%	20 2.5%


Student Ethnicity Distribution, School Year Ending 1998

Community Profile *Based on the 1990 U.S. Census*

	School Community	State of Hawai'i
Average family size	3.3	3.6
Percent of households with school age children (4-19)	56.3%	31.8%
Median household income	$26,927	$38,829
Per capita income	$8,814	$15,770
Percent of households with Public Assistance income	1.3%	6.8%
Percent of children (3-19 years) below poverty level	6.1%	11.6%
Percent of children (4-19 years) who are at-risk*	0.0%	2.1%

*Children 4 to 19 years of age, who are not high school graduates, living with mother who is not a high school graduate, is single, divorced or separated, and is below the poverty level


Community Educational Attainment Level

BEST COPY AVAILABLE

Process: School Priorities

Information about a school's performance is most useful if schoolwide priorities are first identified. This rank ordering of school improvement goals provides a concise and clear sketch of this school's School Improvement Plans over the past three years. A description of school improvement priorities and activities during the school year just completed is given below.

School Year Ending 1996	#1	Hawai`i Content and Performance Standards (Alignment)
	#2	Student Attitude
	#3	Parent Involvement/Community Relations
School Year Ending 1997	#1	Student Achievement
	#2	Parent Involvement/Community Relations
	#3	Student Behavior
School Year Ending 1998	#1	Hawai`i Content and Performance Standards (Alignment)
	#2	Parent Involvement/Community Relations
	#3	Student Behavior

Priority 1: *Hawaii Content and Performance Standards (alignment)*

A major curriculum improvement focus during the 1997-98 school year was reviewing current practices in mathematics and science and aligning those practices with the Hawaii Content and Performance Standards. As a complex, teachers and administrators representing each school met by grade levels to articulate math standards from Kindergarten through high school. A math assessment test developed by Kailua Intermediate was given to each sixth grader. Articulation regarding mastery of skills will identify areas of need and future staff development efforts to align math practices with the math standards to increase student achievement.

The identification of improvements to the science program continues to focus on an inquiry curriculum model and our partnership with the University of Hawaii. Outcomes of the needs will be integrated into staff development plans to align practices with the science standards.

Priority 2: *Parent Involvement / Community Relations*

Mokapu continues to work on maintaining an active parent involvement program as a major school improvement goal. The desired outcomes are interconnected and include helping families to establish a home environment supportive of learning, establishing effective communications with parents, and recruiting and organizing parent and community help on campus. PCNC and Friends of Mokapu (parent association) support student co-curricula and family activities. One continued outcome is the 10,000 plus volunteer hours recorded each year.

Priority 3: *Student Behavior*

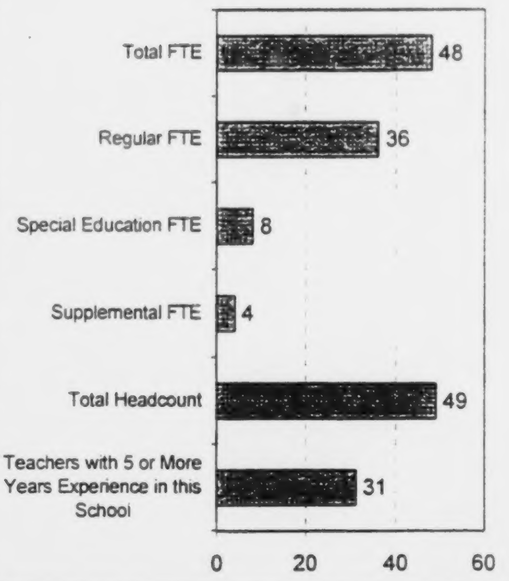
Implementation of a comprehensive guidance program continues to be a major school improvement goal for Mokapu Elementary School. A major activity includes the implementation of the Lions Quest Skills for Growing for grades K-5 and Skills for Adolescence for grade six. Program goals include developing a sense of community, being responsible, making good choices, saying no to drugs and getting along with others. The comprehensive guidance program includes a student recognition program and a co-curricula program. Outcomes of the comprehensive guidance program include numerous opportunities for students to belong, to be recognized for their achievements, efforts and practices in making good decisions and refusal skills.

Process: School Resources

Certified Staff *School year ending 1998*

Teaching Staff	
Total Full-Time Equivalent (FTE)	**48.0**
Regular Instruction, FTE	36.0
Special Education, FTE	8.0
Supplemental Instruction, FTE	4.0
Total number of persons assigned to teaching,	49
Teachers with 5 or more years experience in this school	31
Teachers' average years of experience	12.1
Students per Teaching Staff Member	
Regular Instruction	19.2
Special Education	6.3
Administrative and Student Services Staff	
Administration*, FTE	2.0
Librarians, FTE	1.0
Counselors, FTE	2.5
Number of principals at this school in the last five years	2

Teacher Counts



* Administration includes Principals, Vice-Principals, Student Activity Coordinators, Registrars, and Athletic Directors

Facilities *School year ending 1998*

Classrooms available	49
Number of classrooms short (-) or over (+)	5

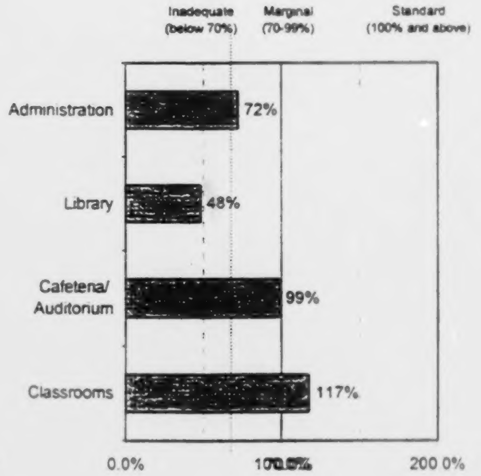
School facilities inspection results

	Score		
	1	2	3
Grounds			3
Building exterior		2	
Building interior		2	
Equipment/Furnishings			3
Health/Safety			3
Sanitation			3
Total		16	

For each category
1 = Unacceptable, 2 = Satisfactory, 3 = Very Good

For Total:
6-8 = Unacceptable; 9-15 = Satisfactory; 16-18 = Very Good

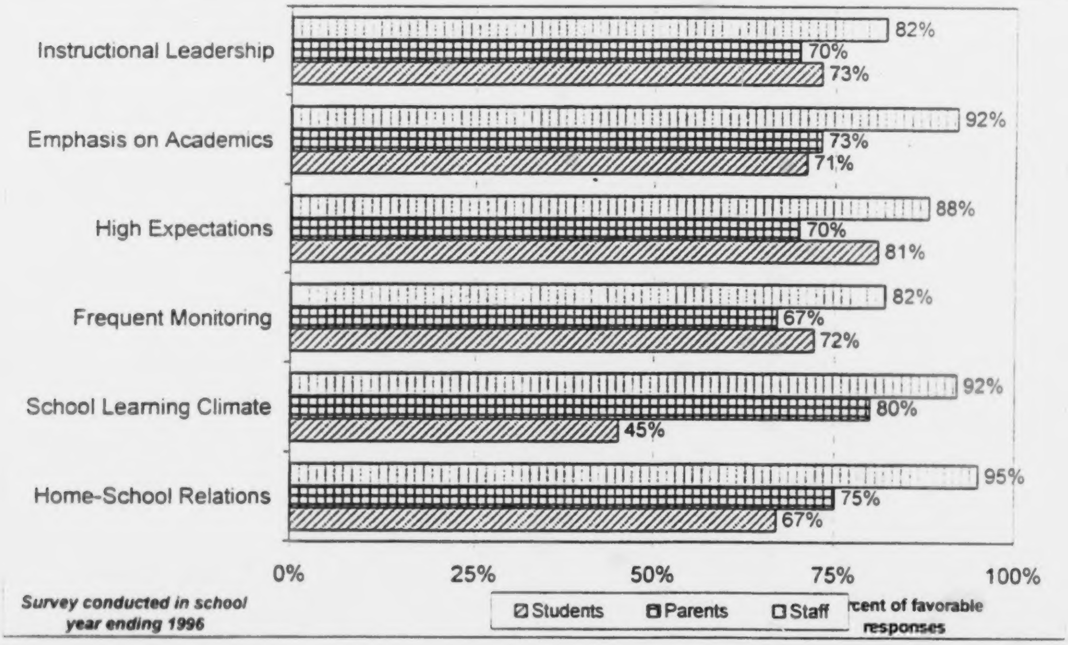
Adequacy of School's Space Compared with State Standards



Outcomes: Vital Signs

Effective School Practices

Effective Schools Survey



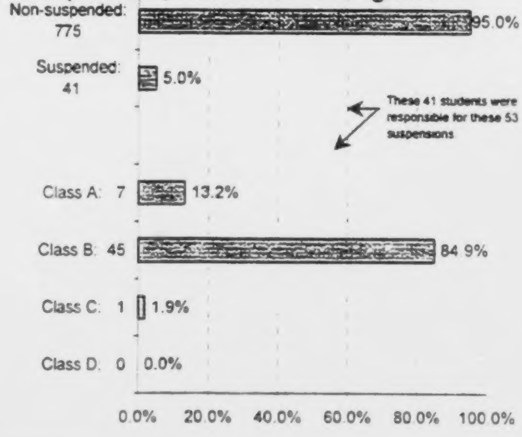
Survey conducted in school year ending 1996

Student Conduct

Attendance and Absences

	School Year			State Standard
	1995-96	1996-97	1997-98	
Average Daily Attendance: % (higher is better)	96.3%	95.7%	94.9%	95.0%
Average Daily Absences: in days (lower is better)	6.5	7.5	9	9

School Suspensions, School Year Ending 1998



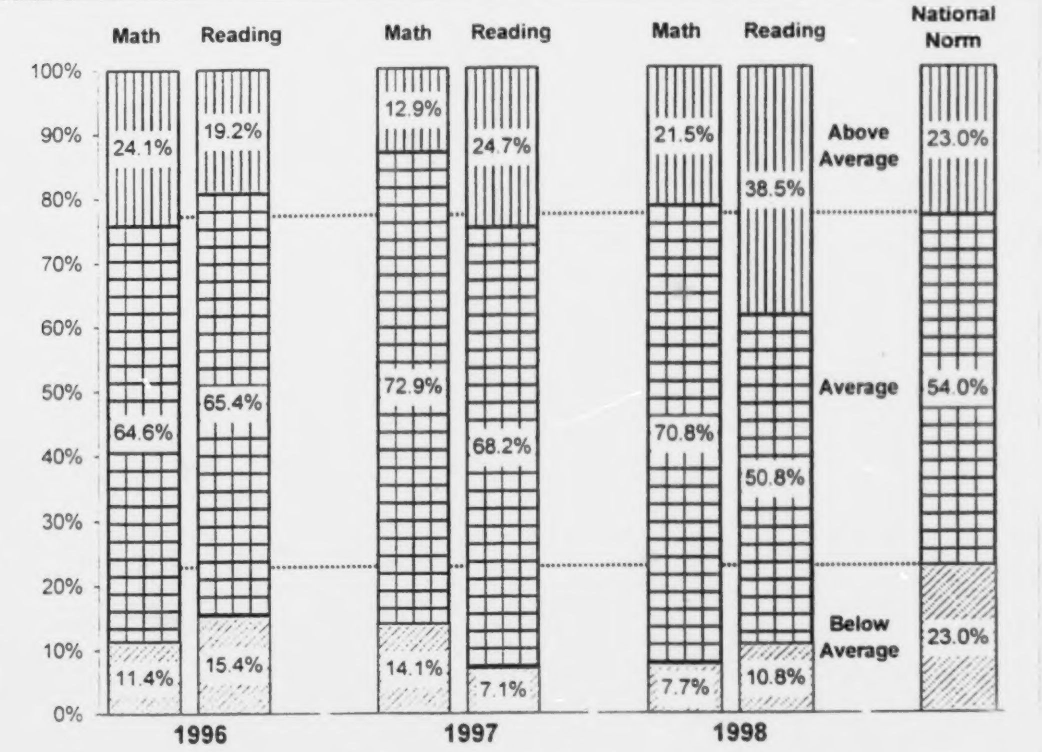
Examples of class of suspension:

Class A: Burglary, robbery, sale of dangerous drugs
Class B: Disorderly conduct, trespassing
Class C: Class cutting, insubordination, smoking
Class D: Contraband (e.g. possession of tobacco)

Outcomes: Vital Signs

Statewide Testing

Stanford Achievement Test Results: Grade 6



Fall 1998
Comprehensive Assessment and Accountability System
School Year 1997-98

Major Sheldon
Wheeler
Elementary School Grades K-6

School Status and Improvement Report

Content

Focus on School p. 1
School Description p. 1
Context: School Setting p. 2
- Student Profile
- Community

Process: School p. 3
Process: School p. 4
- Certified
- Facilities

Outcomes: Vital Signs pp. 5-6
- Effective School
- Student Conduct
- Statewide
- School

School Address:

Wheeler Elementary School
Wheeler Army Base
Wahiawa, HI 96786

Focus On School

To improve the quality of public schooling and the educational opportunities it affords to Hawai'i's children, we must have regular, understandable accounts of our schools' progress. This *School Status and Improvement Report* has been prepared as part of the Department's Comprehensive Assessment and Accountability System, and in accordance with **§302A-1004**, Hawai'i Revised Statutes, which requires systematic reports to the people about the performance of schools, individually and collectively.

This report includes a description of the school and provides information on the **context**, **process**, and **outcomes** of education at the school for the 1997-98 school year. **Context** information includes a profiling of the student population and school community. **Process** information describes the school's priorities, plans, and action for improvement and indicates the school's staffing levels and the quality and adequacy of facilities. **Outcome** information includes data on effective school practices, attendance, suspensions, standardized test results, and school completion (for high schools).

This report complements ***The Superintendent's Annual Report on School Performance and Improvement in Hawai'i***, which analyzes our schools collectively and in comparison to those of other states. Together, individual school reports and the summary *Superintendent's Report* describe our schools to help us judge them against our evolving State and national standards for school and school system performance.

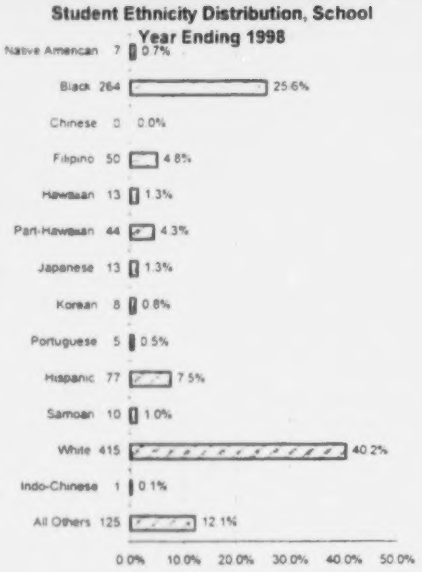
School Description

Wheeler Elementary School is located on Wheeler Army Airfield. Students come from Schofield Barracks, Camp Stover, Wheeler Army Airfield, Wahiawa, and Waikalani Woodlands. Parents are supportive of the school and are encouraged to become involved in school activities. Student learning in a safe, orderly environment is our focus. The school emphasizes positive teacher and student interaction, a sound academic program, and collegiality among staff. Major Sheldon Wheeler Elementary School is operating under School/Community-Based Management.

Context: School Setting

Student Profile

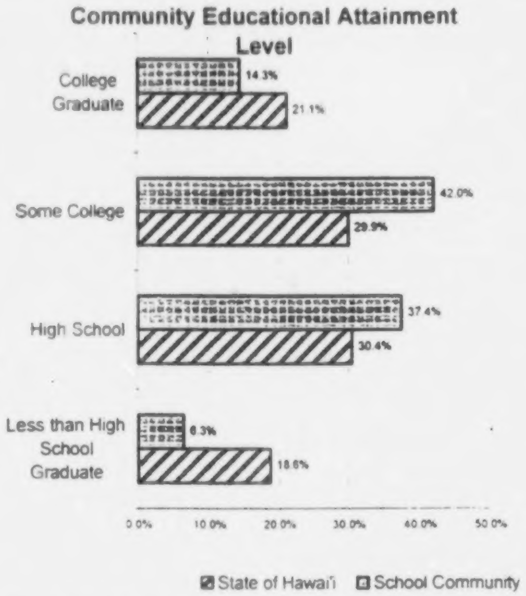
School year ending	*1996*	*1997*	*1998*
Fall enrollment	947	1043	1028
Number and percent of students enrolled for the entire school year	819	827	765
	86.5%	79.3%	74.4%
Number and percent of students receiving free or reduced-cost lunch	547	577	572
	57.8%	55.3%	55.6%
Number and percent of students in Special Education programs	73	87	82
	7.7%	8.3%	8.0%
Number and percent of students with limited English proficiency	26	28	38
	2.7%	2.7%	3.7%


Student Ethnicity Distribution, School Year Ending 1998

Community Profile *Based on the 1990 U.S. Census*

	School Community	State of Hawai'i
Average family size	3.1	3.6
Percent of households with school age children (4-19)	44.3%	31.8%
Median household income	$26,210	$38,829
Per capita income	$9,320	$15,770
Percent of households with Public Assistance income	5.7%	6.8%
Percent of children (3-19 years) below poverty level	6.8%	11.6%
Percent of children (4-19 years) who are at-risk*	1.1%	2.1%

*Children 4 to 19 years of age who are not high school graduates living with mother who is not a high school graduate, is single, divorced or separated, and is below the poverty level


Community Educational Attainment Level

Process: School Priorities

Information about a school's performance is most useful if schoolwide priorities are first identified. This rank ordering of school improvement goals provides a concise and clear sketch of this school's School Improvement Plans over the past three years. A description of school improvement priorities and activities during the school year just completed is given below.

School Year Ending 1996	#1	School Curriculum
	#2	Student Behavior
	#3	Parent Involvement/Community Relations
School Year Ending 1997	#1	Title I Schoolwide Project
	#2	Educational Technology
	#3	Hawai`i Content and Performance Standards (Alignment)
School Year Ending 1998	#1	Success Compact
	#2	School Climate
	#3	Hawai`i Content and Performance Standards (Alignment)

Priority 1: *Success Compact*

The continued incorporation of Success Compact strategies in reading and the content areas has been an important part of our schoolwide instructional programs. Facilitating the development and implementation of specific interdisciplinary thematic units that are relevant to grade level content areas have allowed teachers the opportunity to explore a variety of non-traditional methods of instruction. The integration of interdisciplinary units with the current basal reading program has provided students with a balanced educational experience.

Priority 2: *School Climate*

Efforts to develop a positive school climate remain a priority at Wheeler Elementary School. The development of our school motto "capable, connected, and contributing" has been the central theme of our school climate efforts. During school year 1997-98 grade levels produced videos with regard to specific social skills. These videos became part of our weekly schoolwide broadcasts on WES Live. We also developed a "Buddy" program where a lower grade class partners with an upper grade class to develop peer relationships. We continue to incorporate Tribes strategies schoolwide and provided continued inservice for our staff. We are also updating our Wheeler Elementary School Code of Conduct during the 1998-99 school year.

Priority 3: *Hawai'i Content and Performance Standards (Alignment)*

Alignment and Development of Math Instructional Strategies

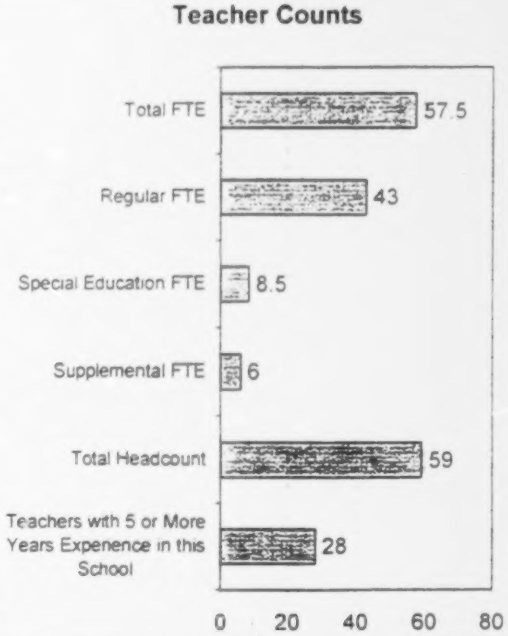
Continued efforts to align schoolwide curriculum to the Hawai`i Content and Performance Standards has been an important part of our school improvement efforts. During the 1997-98 school year our focus has been on identifying instructional strategies in the area's of Math and Science and aligning them with the Hawai`i Content and Performance Standards. During School Year 1998-99 we will be developing rubrics for the assessment of our Math and Science curriculum. Curriculum alignment will remain a priority for all areas of curriculum at Wheeler Elementary School.

Process: School Resources

Certified Staff *School year ending 1998*

Teaching Staff

Total Full-Time Equivalent (FTE)	57.5
Regular Instruction, FTE	43.0
Special Education, FTE	8.5
Supplemental Instruction, FTE	6.0
Total number of persons assigned to teaching	59
Teachers with 5 or more years experience in this school	28
Teachers' average years of experience	12.3
Students per Teaching Staff Member	
Regular Instruction	19.3
Special Education	9.6
Administrative and Student Services Staff	
Administration*, FTE	2.0
Librarians, FTE	1.0
Counselors, FTE	2.0
Number of principals at this school in the last five years	3


Teacher Counts

* Administration includes Principals, Vice-Principals, Student Activity Coordinators, Registrars, and Athletic Directors

Facilities *School year ending 1998*

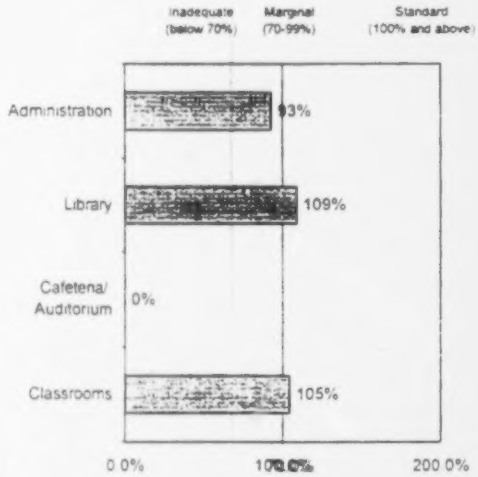
Classrooms available	55
Number of classrooms short (-) or over (+)	0

School facilities inspection results

	Score 1	2	3
Grounds		2	
Building exterior		2	
Building interior		2	
Equipment/Furnishings		2	
Health/Safety		2	
Sanitation		2	
Total		12	

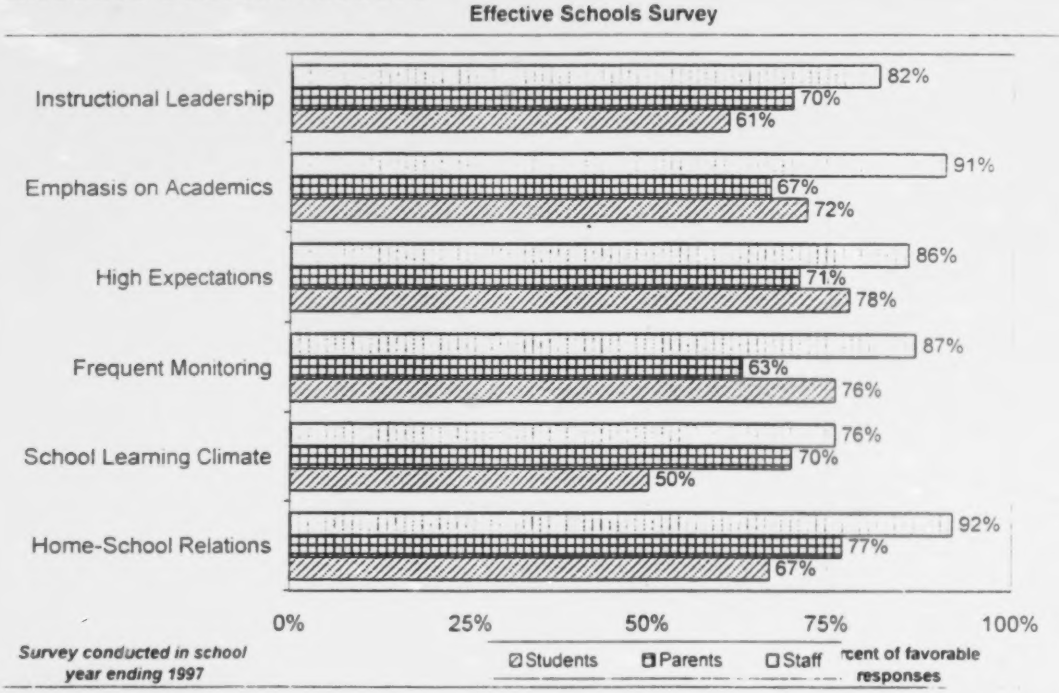
For each category:
1 = Unacceptable, 2 = Satisfactory, 3 = Very Good

For Total:
6-8 = Unacceptable; 9-15 = Satisfactory; 16-18 = Very Good


Adequacy of School's Space Compared with State Standards

Outcomes: Vital Signs

Effective School Practices



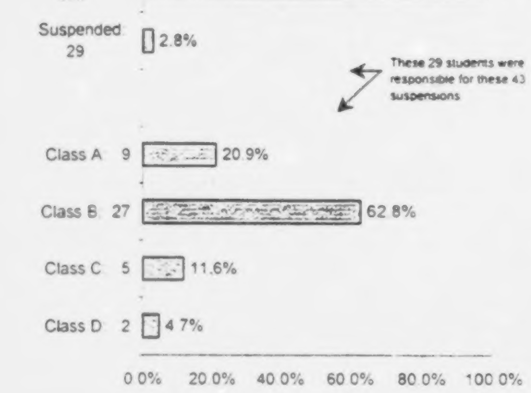
Survey conducted in school year ending 1997

Student Conduct

Attendance and Absences

	School Year			State Standard
	1995-96	1996-97	1997-98	
Average Daily Attendance: % (higher is better)	95.3%	94.5%	94.8%	95.0%
Average Daily Absences: in days (lower is better)	8.2	9.7	9.2	9

School Suspensions, School Year Ending 1998



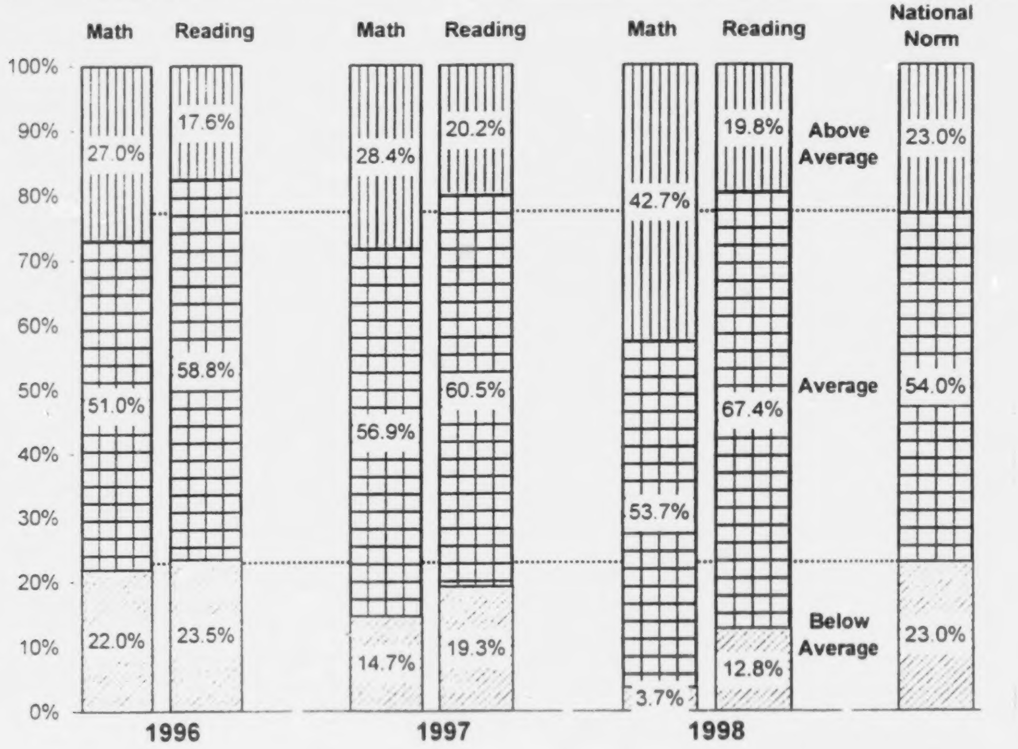
These 29 students were responsible for these 43 suspensions

Examples of class of suspension	Class A: Burglary, robbery, sale of dangerous drugs Class B: Disorderly conduct, trespassing Class C: Class cutting, insubordination, smoking Class D: Contraband (e.g. possession of tobacco)

Outcomes: Vital Signs

Statewide Testing

Stanford Achievement Test Results: Grade 6



Fall 1998
Comprehensive Assessment and Accountability System
School Year 1997-98

Lehua

Elementary School Grades K-6

School Status and Improvement Report

Content

Focus on School p. 1
School Description p. 1
Context: School Setting p. 2
- **Student Profile**
- **Community**
Process: School p. 3
Process: School p. 4
- **Certified**
- **Facilities**
Outcomes: Vital Signs pp. 5-6
- **Effective School**
- **Student Conduct**
- **Statewide**
- **School**

School Address:

Lehua Elementary School
791 Lehua Avenue
Pearl City, HI 96782

Focus On School

To improve the quality of public schooling and the educational opportunities it affords to Hawai'i's children, we must have regular, understandable accounts of our schools' progress. This *School Status and Improvement Report* has been prepared as part of the Department's Comprehensive Assessment and Accountability System, and in accordance with **§302A-1004**, Hawai'i Revised Statutes, which requires systematic reports to the people about the performance of schools, individually and collectively.

This report includes a description of the school and provides information on the **context**, **process**, and **outcomes** of education at the school for the 1997-98 school year. **Context** information includes a profiling of the student population and school community. **Process** information describes the school's priorities, plans, and action for improvement and indicates the school's staffing levels and the quality and adequacy of facilities. **Outcome** information includes data on effective school practices, attendance, suspensions, standardized test results, and school completion (for high schools).

This report complements ***The Superintendent's Annual Report on School Performance and Improvement in Hawai'i***, which analyzes our schools collectively and in comparison to those of other states. Together, individual school reports and the summary *Superintendent's Report* describe our schools to help us judge them against our evolving State and national standards for school and school system performance.

School Description

Hidden below Kamehameha Highway at the end of Lehua Avenue and set within a recreational haven, is Lehua Elementary School. Upon entering Lehua School, one immediately sees the City and County Recreational Center. Bordering this facility is a lush plant nursery, which seems to protect the school and the recreational facilities with a wall of greenery. In back of the school is a popular bike path used by joggers and bikers on the leeward coast who often use the school as a "watering ground."

Lehua Elementary school and the plant nursery serve as the gateway to the Peninsula. Approximately 75% of the students attending Lehua School live in the Peninsula and are military dependents. The Peninsula is a military housing consisting of predominantly Navy personnel. While the majority of the student population can be classified as military, the other significant group is the local population.

The school has a highly transient student population with a very stable teaching staff. The transiency of the students affects the students' bond with the intermediate, high school and Lehua School as well.

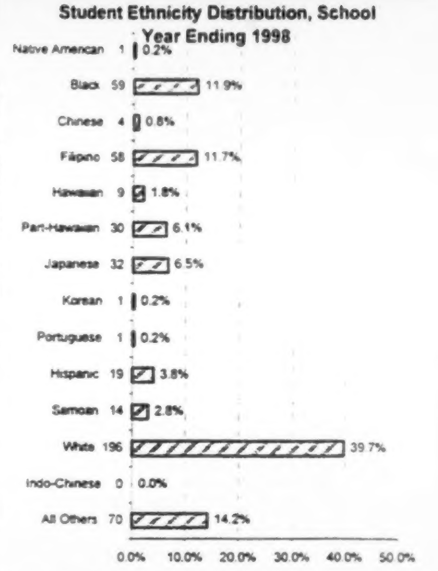
Lehua Elementary School has submitted a plan for School/Community-Based Management.

BEST COPY AVAILABLE

Context: School Setting

Student Profile

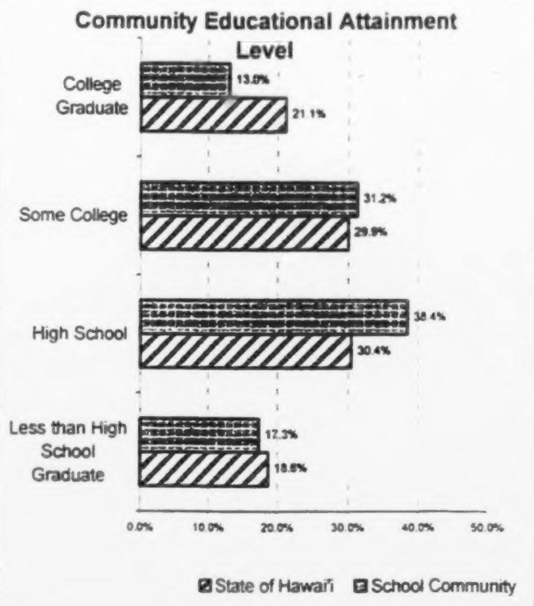
School year ending	*1996*	*1997*	*1998*
Fall enrollment	499	504	502
Number and percent of students enrolled for the entire school year	443	413	385
	88.8%	81.9%	76.7%
Number and percent of students receiving free or reduced-cost lunch	192	193	208
	38.5%	38.3%	41.4%
Number and percent of students in Special Education programs	45	57	57
	9.0%	11.3%	11.4%
Number and percent of students with limited English proficiency	15	13	23
	3.0%	2.6%	4.6%



Community Profile **Based on the 1990 U.S. Census**

	School Community	State of Hawai'i
Average family size	2.7	3.6
Percent of households with school age children (4-19)	40.8%	31.8%
Median household income	$27,313	$38,829
Per capita income	$9,629	$15,770
Percent of households with Public Assistance income	4.6%	6.8%
Percent of children (3-19 years) below poverty level	10.3%	11.6%
Percent of children (4-19 years) who are at-risk*	1.9%	2.1%

*Children 4 to 19 years of age, who are not high school graduates, living with mother who is not a high school graduate, is single, divorced or separated, and is below the poverty level.



BEST COPY AVAILABLE

Process: School Priorities

Information about a school's performance is most useful if schoolwide priorities are first identified. This rank ordering of school improvement goals provides a concise and clear sketch of this school's School Improvement Plans over the past three years. A description of school improvement priorities and activities during the school year just completed is given below.

School Year Ending 1996	#1	Student Achievement
	#2	Educational Technology
	#3	Staff Development
School Year Ending 1997	#1	Student Achievement
	#2	Educational Technology
	#3	Staff Development
School Year Ending 1998	#1	Student Achievement
	#2	Other
	#3	Educational Technology

Priority 1: *Student Achievement*

FOCUS: To Improve Student Achievement. Lehua School is working towards increased reading comprehension and mathematics achievement for students.
ACTIVITIES UNDERTAKEN: Training sessions conducted for school personnel and parents. Title II Eisenhower Grant was awarded for Mathematics training sessions. Revised mathematics curriculum and aligned it with HCPS and NCTM Standards. Integrated Success Compact strategies in reading comprehension. Teachers visited other schools, while we hosted visiting schools. Lehua school served as the Success Compact Teacher Learning Center for Leeward District.
RESULTS: Increased understanding of the learning process by both school personnel and parents. Ninety percent of teachers are implementing the Success Compact learning process. Student learning is becoming more visible in more classrooms. There is a slight increase in the SAT Reading Comprehension score (longitudinal study). Discipline problems have lessened in the classrooms.

Priority 2: *Improved Collaboration and Shared-Decision Making Process*

FOCUS: To Improve Collaboration and Shared-Decision Making Process
ACTIVITIES UNDERTAKEN: The Lehua School SCBM Operating Guidelines were developed with input of, and approved by all segments of the school community. The school's Focus, Essence and order were developed by all segments of the school community. Teachers used Articulation Days to work by grade levels to develop/unify learning units. Administration, classified staff and teachers worked on school budget together.
RESULTS: Administration, staff members and parent representatives are developing a more trusting, relaxed and satisfying relationship. More teachers are applying the process with their classes.

Priority 3: *Educational Technology*

FOUCS: To Use Technology As a Tool for Effective and Meaningful Learning and Communication.
ACTIVITIES UNDERTAKEN: Additional training on basic operations, email, applications. Additional hubs purchased allow more connections for three buildings, including the kitchen. More hardware purchased for kitchen and classrooms. We are beginning to install a second platform by acquiring pcs.
RESULTS: Students are becoming more versatile in applying and using technology with more frequency as a tool to access and use information. This is a result of teachers' continued and advanced use, as well as growing confidence in technology (applications, email, Internet, etc.).

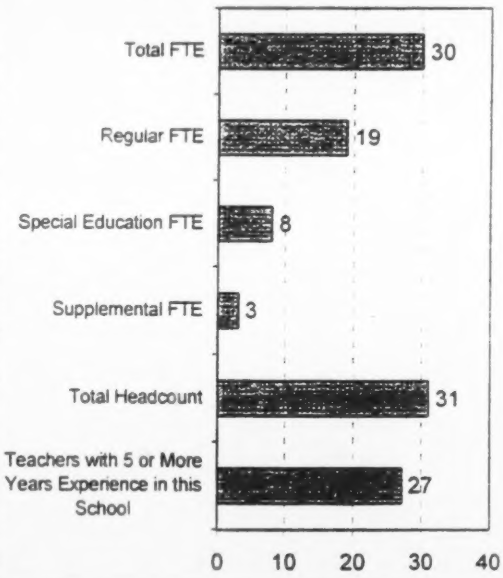
Process: School Resources

Certified Staff

School year ending 1998

Teaching Staff	
Total Full-Time Equivalent (FTE)	**30.0**
Regular Instruction, FTE	19.0
Special Education, FTE	8.0
Supplemental Instruction, FTE	3.0
Total number of persons assigned to teaching.	31
Teachers with 5 or more years experience in this school	27
Teachers' average years of experience	11.9
Students per Teaching Staff Member	
Regular Instruction	20.2
Special Education	7.1
Administrative and Student Services Staff	
Administration*, FTE	1.0
Librarians, FTE	1.0
Counselors, FTE	1.0
Number of principals at this school in the last five years	1

Teacher Counts



* Administration includes Principals, Vice-Principals, Student Activity Coordinators, Registrars, and Athletic Directors

Facilities

School year ending 1998

Classrooms available	29
Number of classrooms short (-) or over (+)	0

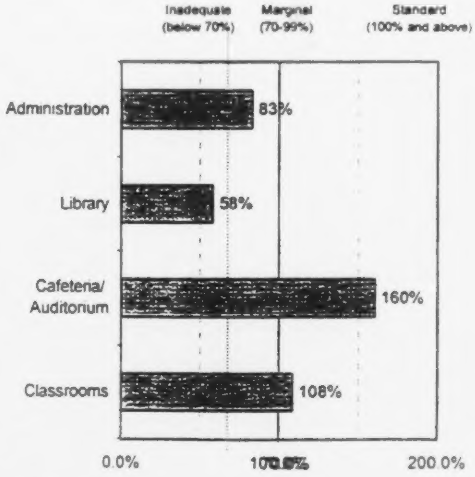
School facilities inspection results

	Score 1	Score 2	Score 3
Grounds		2	
Building exterior		2	
Building interior		2	
Equipment/Furnishings			3
Health/Safety			3
Sanitation			3
Total		15	

For each category:
1 = Unacceptable; 2 = Satisfactory; 3 = Very Good

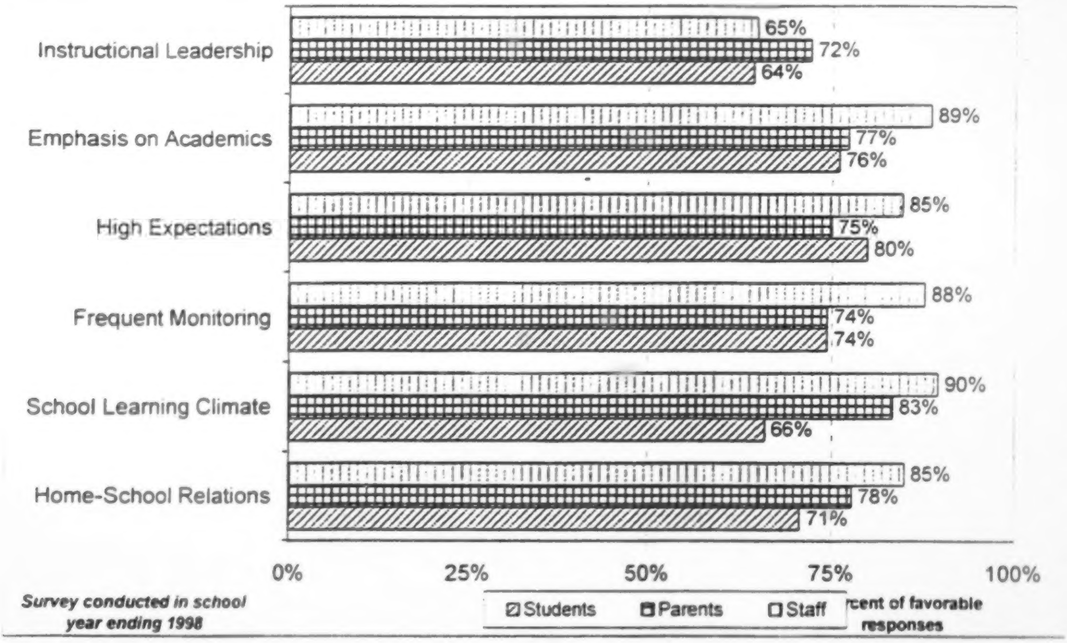
For Total:
6-8 = Unacceptable; 9-15 = Satisfactory; 16-18 = Very Good

Adequacy of School's Space Compared with State Standards



Outcomes: Vital Signs

Effective School Practices



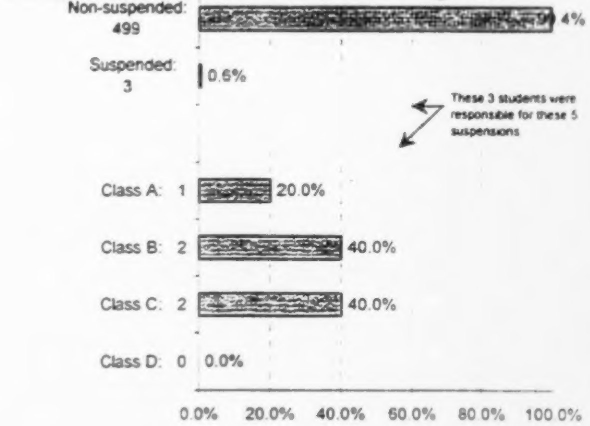
Effective Schools Survey

Survey conducted in school year ending 1998

Student Conduct

Attendance and Absences

School Year 1995-96	1996-97	1997-98	*State Standard*
Average Daily Attendance: % (higher is better)			
95.1%	95.1%	95.2%	95.0%
Average Daily Absences: in days (lower is better)			
8.6	8.5	8.5	9



School Suspensions, School Year Ending 1998

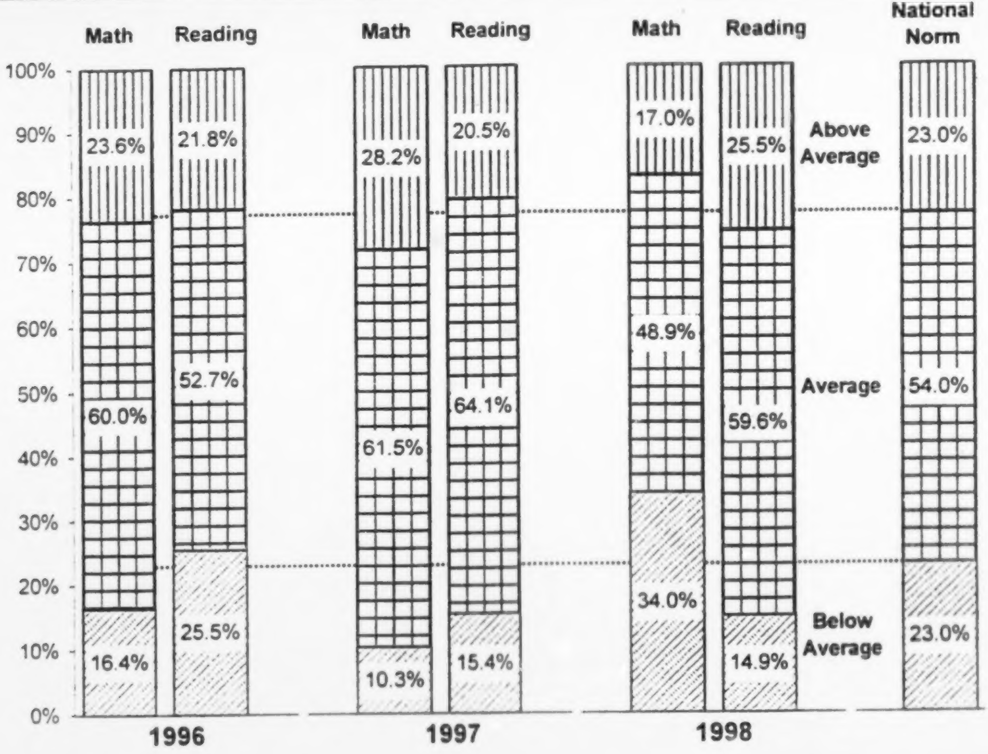
Examples of class of suspension	
	Class A: Burglary, robbery, sale of dangerous drugs
	Class B: Disorderly conduct, trespassing
	Class C: Class cutting, insubordination, smoking
	Class D: Contraband (e.g. possession of tobacco)

BEST COPY AVAILABLE

Outcomes: Vital Signs

Statewide Testing

Stanford Achievement Test Results: Grade 6



Fall 1998
Comprehensive Assessment and Accountability System
School Year 1997-98

Aliamanu

Elementary School Grades K-6

School Status and Improvement Report

Content

Focus on School p. 1
School Description p. 1
Context: School Setting p. 2
- Student Profile
- Community

Process: School p. 3
Process: School p. 4
- Certified
- Facilities

Outcomes: Vital Signs pp. 5-6
- Effective School
- Student Conduct
- Statewide
- School

School Address:

Aliamanu Elementary School
3265 Salt Lake Blvd
Honolulu, HI 96818

Focus On School

To improve the quality of public schooling and the educational opportunities it affords to Hawai`i's children, we must have regular, understandable accounts of our schools' progress. This *School Status and Improvement Report* has been prepared as part of the Department's Comprehensive Assessment and Accountability System, and in accordance with **§302A-1004**, Hawai`i Revised Statutes, which requires systematic reports to the people about the performance of schools, individually and collectively.

This report includes a description of the school and provides information on the **context**, **process**, and **outcomes** of education at the school for the 1997-98 school year. **Context** information includes a profiling of the student population and school community. **Process** information describes the school's priorities, plans, and action for improvement and indicates the school's staffing levels and the quality and adequacy of facilities. **Outcome** information includes data on effective school practices, attendance, suspensions, standardized test results, and school completion (for high schools).

This report complements ***The Superintendent's Annual Report on School Performance and Improvement in Hawai`i***, which analyzes our schools collectively and in comparison to those of other states. Together, individual school reports and the summary *Superintendent's Report* describe our schools to help us judge them against our evolving State and national standards for school and school system performance.

School Description

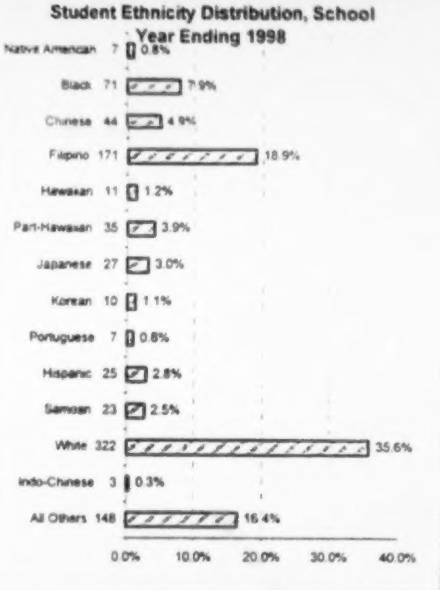
Aliamanu Elementary School is committed to excellence. Three years ago, the school implemented a new reading program in our continuing efforts to improve our students' reading comprehension. Two years ago we also began a new math program (more in tune with the NCTM standards) to help our students improve their math skills and knowledge.
In addition to our basic educational program, the school offers special programs in physical education, computer technology, a gifted/talented program comprised of science G/T for lower elementary students and a media communication program for upper elementary students. Our media program presents the Aliamanu Elementary School Newscast (AES News) on closed-circuit television. Our computer technology successfully completed the networking of the library and Building H to the office and we are looking forward to our CIP project which will link up 80% of our school.
About 80% of our students are military dependents. There is a very supportive community and PTA. We have several military partnerships. We have an active SCBM Council and this year we worked on getting consensus from teachers and students to modify our school's calendar for the SY 1999-2000.

BEST COPY AVAILABLE

Context: School Setting

Student Profile

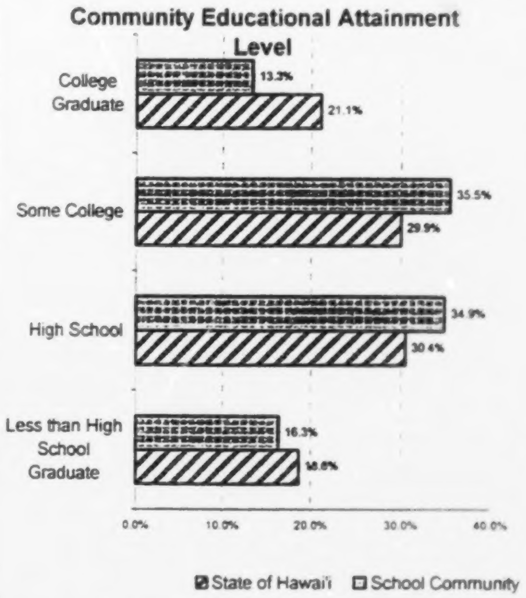
School year ending	*1996*	*1997*	*1998*
Fall enrollment	889	880	903
Number and percent of students enrolled for the entire school year	780	751	762
	87.7%	85.3%	84.4%
Number and percent of students receiving free or reduced-cost lunch	218	310	213
	24.5%	35.2%	23.6%
Number and percent of students in Special Education programs	32	33	44
	3.6%	3.8%	4.9%
Number and percent of students with limited English proficiency	71	75	60
	8.0%	8.5%	6.6%


Student Ethnicity Distribution, School Year Ending 1998

Community Profile *Based on the 1990 U.S. Census*

	School Community	State of Hawai'i
Average family size	2.7	3.6
Percent of households with school age children (4-19)	40.3%	31.8%
Median household income	$30,721	$38,829
Per capita income	$10,959	$15,770
Percent of households with Public Assistance income	4.6%	6.8%
Percent of children (3-19 years) below poverty level	2.4%	11.6%
Percent of children (4-19 years) who are at-risk*	0.0%	2.1%

*Children 4 to 19 years of age, who are not high school graduates, living with mother who is not a high school graduate, is single, divorced or separated, and is below the poverty level.


Community Educational Attainment Level

BEST COPY AVAILABLE

Process: School Priorities

Information about a school's performance is most useful if schoolwide priorities are first identified. This rank ordering of school improvement goals provides a concise and clear sketch of this school's School Improvement Plans over the past three years. A description of school improvement priorities and activities during the school year just completed is given below.

School Year Ending 1996	#1	School/Community-Based Management
	#2	Staff Development
	#3	Hawai'i Content and Performance Standards (Alignment)
School Year Ending 1997	#1	School/Community-Based Management
	#2	Educational Technology
	#3	Hawai'i Content and Performance Standards (Alignment)
School Year Ending 1998	#1	School/Community-Based Management
	#2	Educational Technology
	#3	Hawai'i Content and Performance Standards (Alignment)

Priority 1: *School/Community-Based Management*

There were three main goals for school year 1997-98. These were

1. To survey the parents and the community.
2. To get consensus from our teachers and students on a modified school calendar.
3. To submit a waiver to the BOE to change our school calendar to that of a modified calendar.

At the beginning of the year, it was felt by the SCBM Council that a survey should be done to find out from our parents and the community if they were still in favor of a modified calendar since we had centered most of our efforts last school year on crafting a consensus-building model for our teachers. Such a survey would also serve as a way to find out what else may be of interest to our parents and our community.

The SCBM council also worked hard to get a consensus from both teachers and students on the issue of the modified calendar. Utilizing our **TRIBES** training, we worked on providing the teachers with information and time to fully discuss the issue. We partially succeeded in our efforts. That is, teachers decided that they did not want to look at a modified calendar for SY 1998-99, but were willing to do it for the 1999-2000 year. Their rationale had to do with the additional seven days of instruction. They felt that it would be an excellent time to find out what it felt like to start in August.

The SCBM Council began working on the modified school calendar for 1999-2000. Input will be gotten from all role groups and meetings will be held early next school year to create a calendar we all can live with.

Priority 2: *Educational Technology*

Our school was targeted to have our entire school wired this year as a Capitol Improvements Project. As such, the Federal Government's E-Rate Program would be very important as it would allow us to purchase needed networking materials and equipment at discounted prices. This discount was based upon the number of free and reduced lunches we had at our school. Our discount rate was 60%, and at the rate our money could be stretched to but a lot. We have submitted all of our purchase orders for hubs, wiring, etc. for our CIP. We were initially told that construction would begin mid-year, but it has not begun yet. In the meantime, the Technology Committee worked very hard this year trying to raise money for E-Rate.

We also continued our inservice training K-6 teachers. We wanted to insure that teachers were using what they had learned about the internet. We taught and re-taught strategies on several different things utilizing search engines, how to use email , etc. We made certain that all of our teachers and clerical staff were inserviced and successfully passed the **internet driving license**, which is a requirement for E-Rate.

Priority 3: *Hawai'i Content and Performance Standards (Alignment)*

We spent a lot of time and energy on math again this school year. There were two areas of math that had to be dealt with our school's target area for HCPS this year was math and Algebra Literacy for All that the Radford Complex has been working on for the past four years.

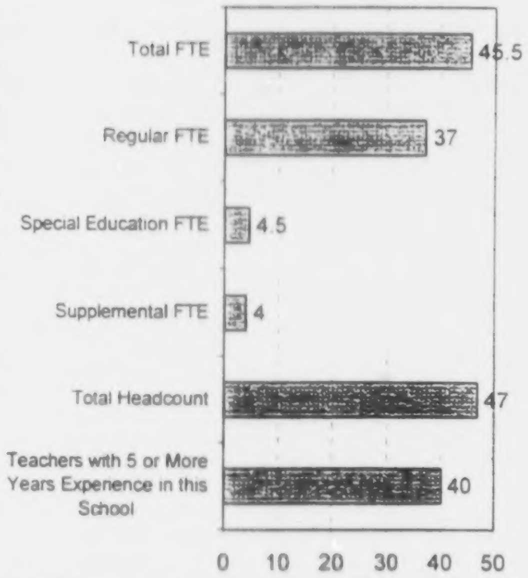
Our Math Committee had taken on the task for aligning our school's math curriculum to HCPS. Mrs. Kathy Nishimura, OASIS Math Specialist helped our Math Committee who met to decide how it would be done, planned for the meetings, and set up meeting dates utilizing two of our waiver days. Basically, the teachers met by grade levels, first. They picked one math strand and worked on

Process: School Resources

Certified Staff *School year ending 1998*

Teaching Staff	
Total Full-Time Equivalent (FTE)	45.5
Regular Instruction, FTE	37.0
Special Education, FTE	4.5
Supplemental Instruction, FTE	4.0
Total number of persons assigned to teaching	47
Teachers with 5 or more years experience in this school	40
Teachers' average years of experience	16.2
Students per Teaching Staff Member	
Regular Instruction	21.0
Special Education	9.8
Administrative and Student Services Staff	
Administration*, FTE	2.0
Librarians, FTE	1.0
Counselors, FTE	2.0
Number of principals at this school in the last five years	1

Teacher Counts



* Administration includes Principals, Vice-Principals, Student Activity Coordinators, Registrars, and Athletic Directors

Facilities *School year ending 1998*

Classrooms available	46
Number of classrooms short (-) or over (+)	1

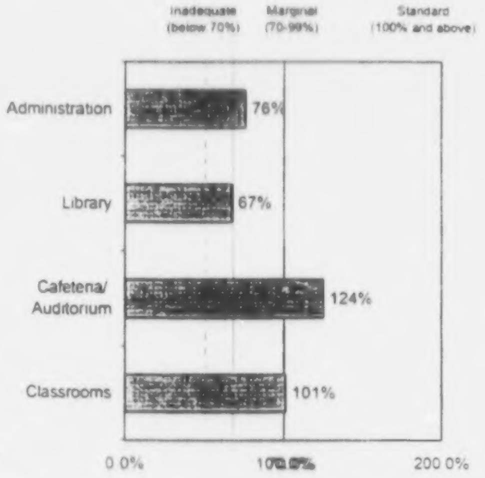
School facilities inspection results

	Score 1	Score 2	Score 3
Grounds		2	
Building exterior		2	
Building interior		2	
Equipment/Furnishings			3
Health/Safety			3
Sanitation		2	
Total		14	

For each category:
1 = Unacceptable, 2 = Satisfactory, 3 = Very Good

For Total:
6-8 = Unacceptable; 9-15 = Satisfactory; 16-18 = Very Good

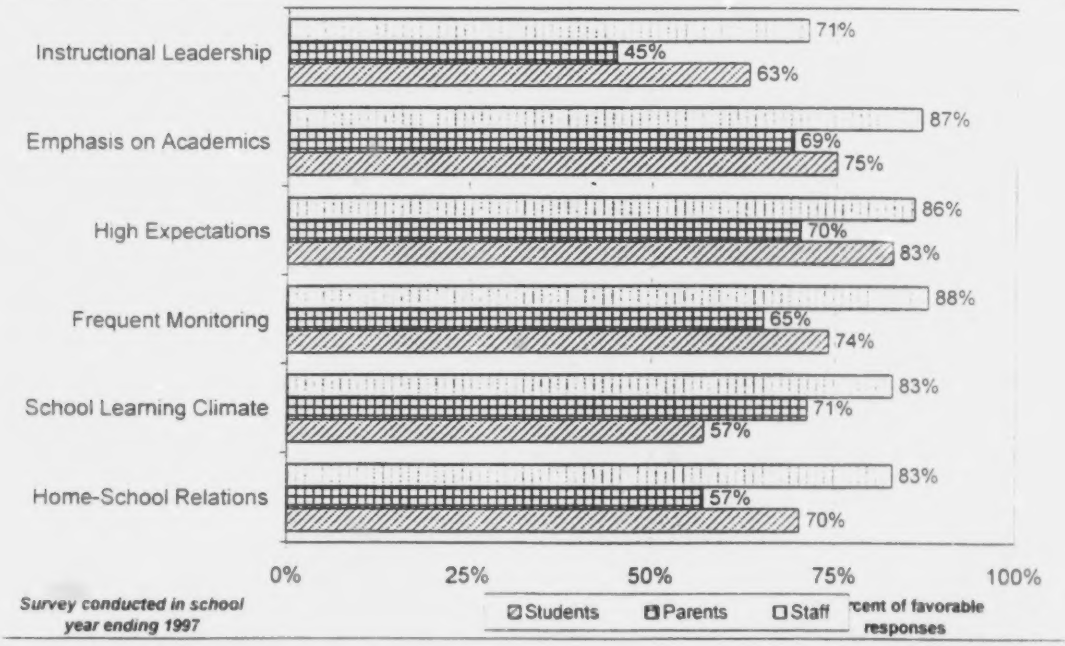
Adequacy of School's Space Compared with State Standards



Outcomes: Vital Signs

Effective School Practices

Effective Schools Survey



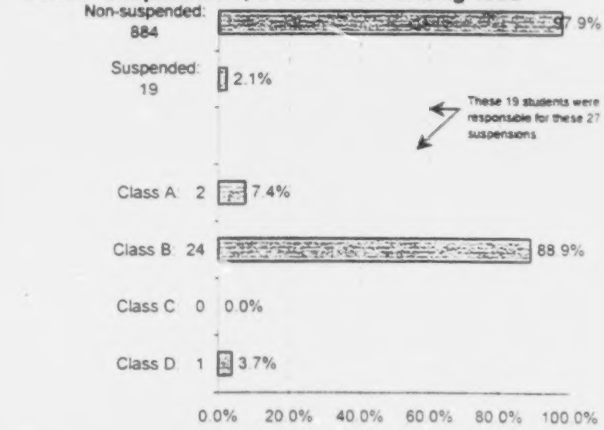
Survey conducted in school year ending 1997

Student Conduct

Attendance and Absences

School Year 1995-96	1996-97	1997-98	*State Standard*
Average Daily Attendance: % (higher is better)			
95.5%	95.6%	95.8%	95.0%
Average Daily Absences: in days (lower is better)			
7.9	7.7	7.3	9

School Suspensions, School Year Ending 1998



These 19 students were responsible for these 27 suspensions.

Examples of class of suspension:

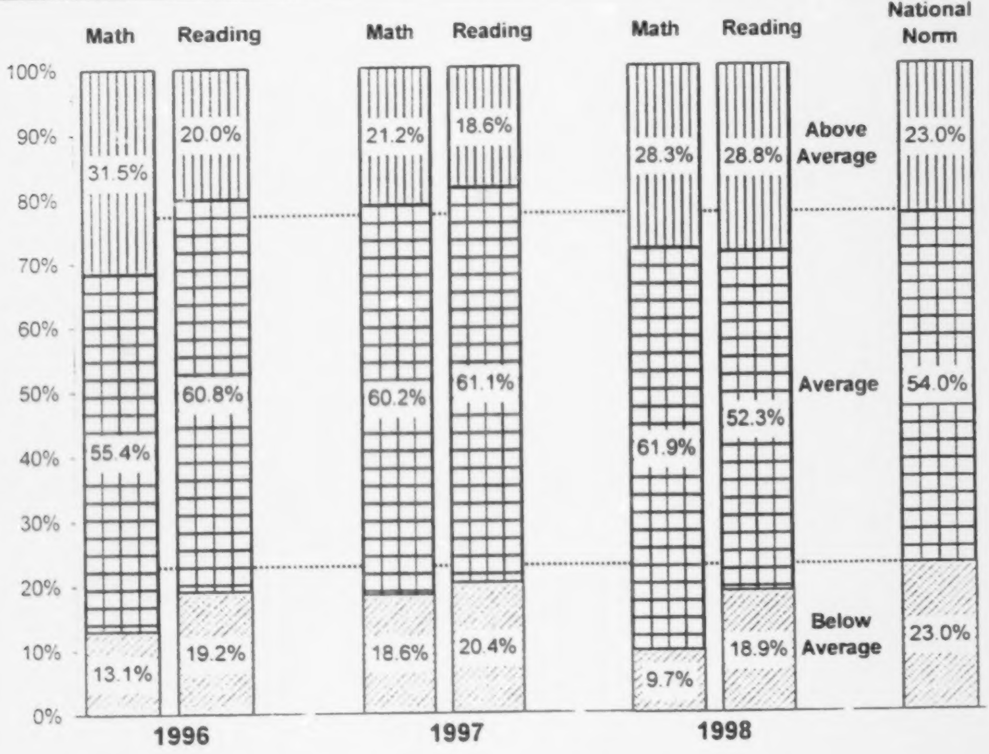
Class A: Burglary, robbery, sale of dangerous drugs
Class B: Disorderly conduct, trespassing
Class C: Class cutting, insubordination, smoking
Class D: Contraband (e.g. possession of tobacco)

BEST COPY AVAILABLE

Outcomes: Vital Signs

Statewide Testing

Stanford Achievement Test Results: Grade 6



RED HILL SCHOOL
HONOLULU - HAWAII

Fall 1998
Comprehensive Assessment and Accountability System
School Year 1997-98

Red Hill

Elementary School Grades K-6

School Status and Improvement Report

Content

Focus on School p. 1
School Description p. 1
Context: School Setting p. 2
- Student Profile
- Community

Process: School p. 3
Process: School p. 4
- Certified
- Facilities

Outcomes: Vital Signs pp. 5-6
- Effective School
- Student Conduct
- Statewide
- School

School Address:

Red Hill Elementary School
1265 Ala Kula Place
Honolulu, HI 96819

Focus On School

To improve the quality of public schooling and the educational opportunities it affords to Hawai'i's children, we must have regular, understandable accounts of our schools' progress. This *School Status and Improvement Report* has been prepared as part of the Department's Comprehensive Assessment and Accountability System, and in accordance with **§302A-1004**, Hawai'i Revised Statutes, which requires systematic reports to the people about the performance of schools, individually and collectively.

This report includes a description of the school and provides information on the **context**, **process**, and **outcomes** of education at the school for the 1997-98 school year. **Context** information includes a profiling of the student population and school community. **Process** information describes the school's priorities, plans, and action for improvement and indicates the school's staffing levels and the quality and adequacy of facilities. **Outcome** information includes data on effective school practices, attendance, suspensions, standardized test results, and school completion (for high schools).

This report complements ***The Superintendent's Annual Report on School Performance and Improvement in Hawai'i***, which analyzes our schools collectively and in comparison to those of other states. Together, individual school reports and the summary *Superintendent's Report* describe our schools to help us judge them against our evolving State and national standards for school and school system performance

School Description

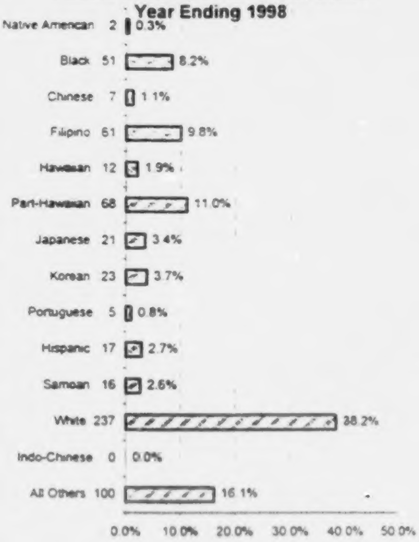
Red Hill Elementary School serves students from Aliamanu Military Reservation, U.S. Coast Guard Housing, and a federal, moderate-income housing project. The school is about 30 years old. The school serves about 600 students, 65% of whom are military dependents. Red Hill has an active military partnership with the U.S. Coast Guard and a business partnership with Panasonic Corporation. Other support groups include our Parent Community Networking Center, Parent-Teacher-Student Organization, Student Council and SCBM Council.

Context: School Setting

Student Profile

School year ending	*1996*	*1997*	*1998*
Fall enrollment	682	671	623
Number and percent of students enrolled for the entire school year	608 89.1%	605 90.2%	522 83.8%
Number and percent of students receiving free or reduced-cost lunch	199 29.2%	226 33.7%	186 29.9%
Number and percent of students in Special Education programs	33 4.8%	32 4.8%	48 7.7%
Number and percent of students with limited English proficiency	12 1.8%	18 2.7%	15 2.4%

Student Ethnicity Distribution, School Year Ending 1998

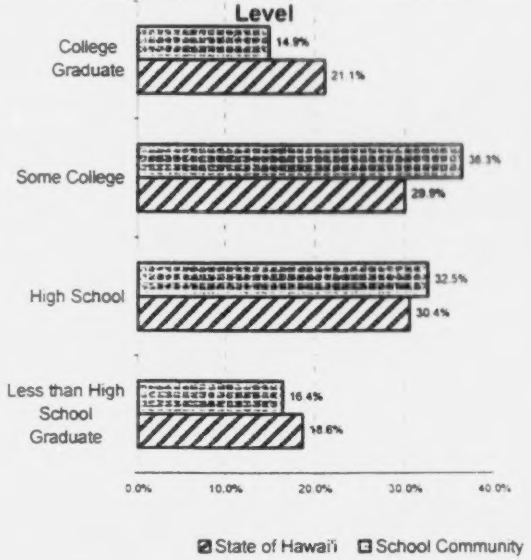


Community Profile *Based on the 1990 U.S. Census*

	School Community	State of Hawai'i
Average family size	3.1	3.6
Percent of households with school age children (4-19)	51.7%	31.8%
Median household income	$32,225	$38,829
Per capita income	$10,850	$15,770
Percent of households with Public Assistance income	2.4%	6.8%
Percent of children (3-19 years) below poverty level	5.3%	11.6%
Percent of children (4-19 years) who are at-risk*	0.0%	2.1%

*Children 4 to 19 years of age who are not high school graduates, living with mother who is not a high school graduate, is single, divorced or separated, and is below the poverty level

Community Educational Attainment Level



Process: School Priorities

Information about a school's performance is most useful if schoolwide priorities are first identified. This rank ordering of school improvement goals provides a concise and clear sketch of this school's School Improvement Plans over the past three years. A description of school improvement priorities and activities during the school year just completed is given below.

School Year Ending 1996	#1	Student Achievement
	#2	School Curriculum
	#3	School/Community-Based Management
School Year Ending 1997	#1	Student Achievement
	#2	Success Compact
	#3	School/Community-Based Management
School Year Ending 1998	#1	School Curriculum
	#2	Educational Technology
	#3	School/Community-Based Management

Priority 1: *School Curriculum*

Success Compact and School-to-Work strategies were integrated into the curriculum crossing all subject areas. The SAT 8 was again used to identify strengths and weaknesses within Grades 3-6. Committees focused on training/in-service in the areas of math, science and reading. The curriculum Fair was a showcase of student work covering many subject areas.

Priority 2: *Educational Technology*

Red Hill School is committed to using technology as a tool for learning. Our students participated in video conferences, produced video programs, actively used CD ROMs and multi-media technology. They demonstrated their skills by developing a Home Page via the World Wide Web, and completing other technology/media productions during the year. The Technology Committee developed an action plan which included LAN implementation during the summer 1998.

Priority 3: *School/Community-Based Management (SCBM)*

In May 1996, the Letter of Intent was filed. In June 1997, the Proposal to Implement was presented. This past year meetings have been held with all role groups attending to review/revise the By-Laws. A dedicated group is intact and ready to continue the challenge of an SCBM School. We have addressed the issue of an adjusted school calendar, and will continue discussion of that topic.

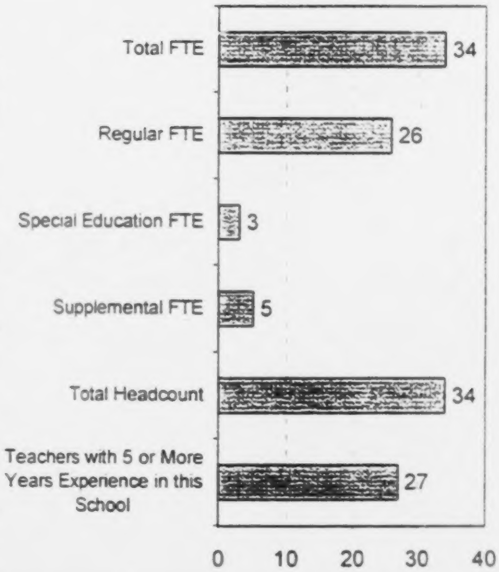
Process: School Resources

Certified Staff

School year ending 1998

Teaching Staff	
Total Full-Time Equivalent (FTE)	34.0
Regular Instruction, FTE	26.0
Special Education, FTE	3.0
Supplemental Instruction, FTE	5.0
Total number of persons assigned to teaching,	34
Teachers with 5 or more years experience in this school	27
Teachers' average years of experience	18.1
Students per Teaching Staff Member	
Regular Instruction	18.5
Special Education	16.0
Administrative and Student Services Staff	
Administration*, FTE	2.0
Librarians, FTE	1.0
Counselors, FTE	1.0
Number of principals at this school in the last five years	1

Teacher Counts



* Administration includes Principals, Vice-Principals, Student Activity Coordinators, Registrars, and Athletic Directors

Facilities

School year ending 1998

Classrooms available	33
Number of classrooms short (-) or over (+)	0

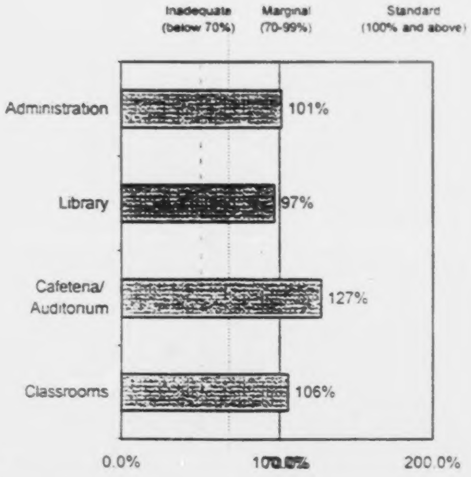
School facilities inspection results

	Score 1	Score 2	Score 3
Grounds		2	
Building exterior		2	
Building interior		2	
Equipment/Furnishings		2	
Health/Safety		2	
Sanitation			3
Total		13	

For each category:
1 = Unacceptable; 2 = Satisfactory; 3 = Very Good

For Total:
6-8 = Unacceptable; 9-15 = Satisfactory; 16-18 = Very Good

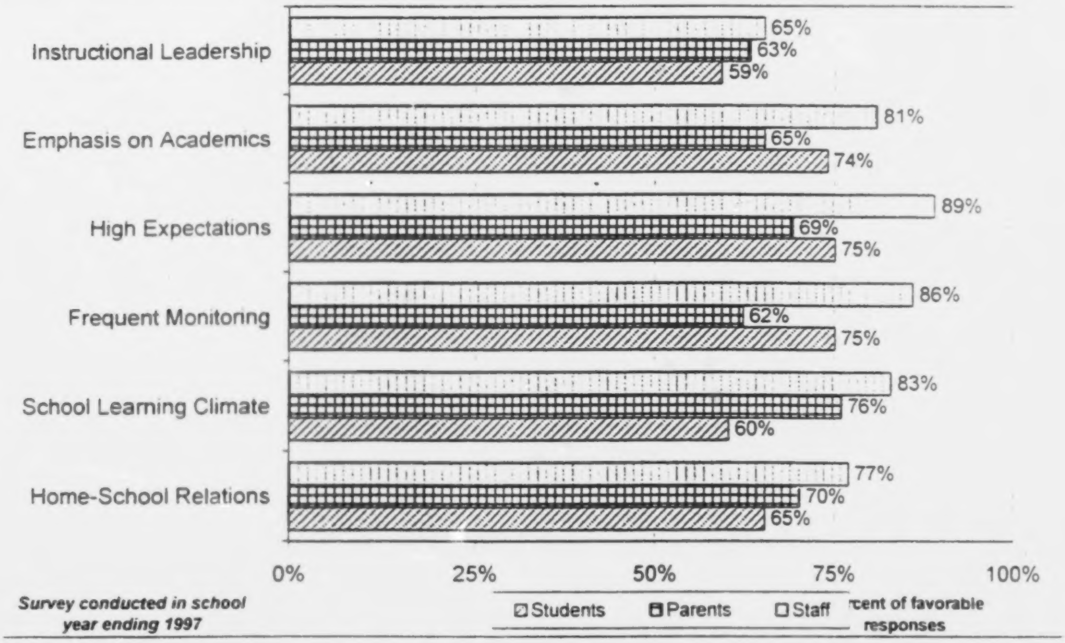
Adequacy of School's Space Compared with State Standards



Outcomes: Vital Signs

Effective School Practices

Effective Schools Survey



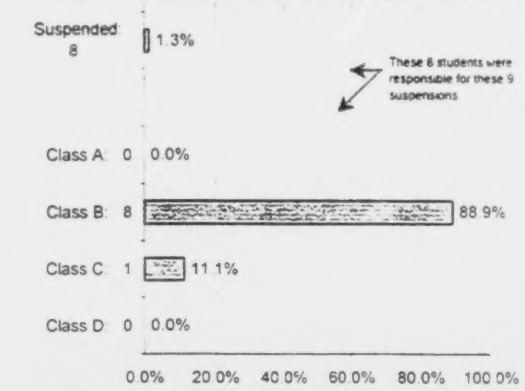
Survey conducted in school year ending 1997

Student Conduct

Attendance and Absences

School Year 1995-96	1996-97	1997-98	State Standard
Average Daily Attendance: % (higher is better)			
95.2%	95.6%	95.3%	95.0%
Average Daily Absences: in days (lower is better)			
8.4	7.6	8.3	9

School Suspensions, School Year Ending 1998



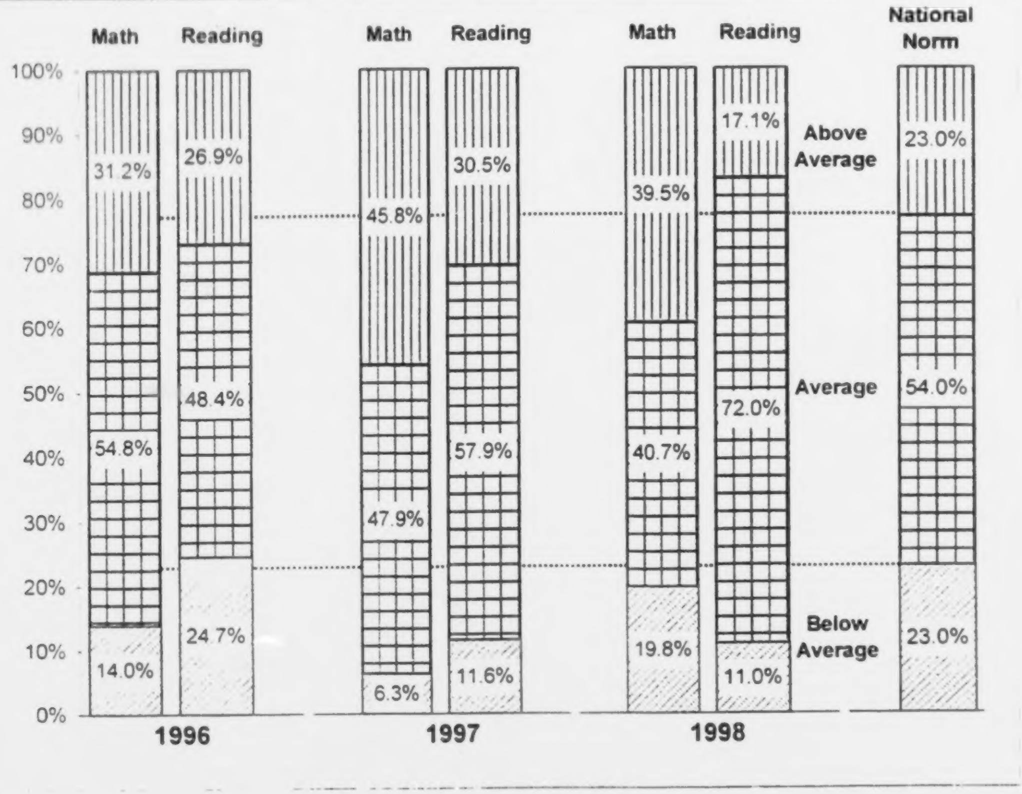
These 8 students were responsible for these 9 suspensions

Examples of class of suspension:	
	Class A: Burglary, robbery, sale of dangerous drugs
	Class B: Disorderly conduct, trespassing
	Class C: Class cutting, insubordination, smoking
	Class D: Contraband (e.g. possession of tobacco)

Outcomes: Vital Signs

Statewide Testing

Stanford Achievement Test Results: Grade 6



Fall 1998
Comprehensive Assessment and Accountability System
School Year 1997-98

Makalapa

Elementary School Grades K-6

School Status and Improvement Report

Content

Focus on School p. 1
School Description p. 1
Context: School Setting p. 2
- Student Profile
- Community

Process: School p. 3
Process: School p. 4
- Certified
- Facilities

Outcomes: Vital Signs pp. 5-6
- Effective School
- Student Conduct
- Statewide
- School

School Address:

Makalapa Elementary School
4435 Salt Lake Blvd.
Honolulu, HI 96818

Focus On School

To improve the quality of public schooling and the educational opportunities it affords to Hawai'i's children, we must have regular, understandable accounts of our schools' progress. This *School Status and Improvement Report* has been prepared as part of the Department's Comprehensive Assessment and Accountability System, and in accordance with **§302A-1004**, Hawai'i Revised Statutes, which requires systematic reports to the people about the performance of schools, individually and collectively.

This report includes a description of the school and provides information on the **context**, **process**, and **outcomes** of education at the school for the 1997-98 school year. **Context** information includes a profiling of the student population and school community. **Process** information describes the school's priorities, plans, and action for improvement and indicates the school's staffing levels and the quality and adequacy of facilities. **Outcome** information includes data on effective school practices, attendance, suspensions, standardized test results, and school completion (for high schools).

This report complements ***The Superintendent's Annual Report on School Performance and Improvement in Hawai'i***, which analyzes our schools collectively and in comparison to those of other states. Together, individual school reports and the summary *Superintendent's Report* describe our schools to help us judge them against our evolving State and national standards for school and school system performance.

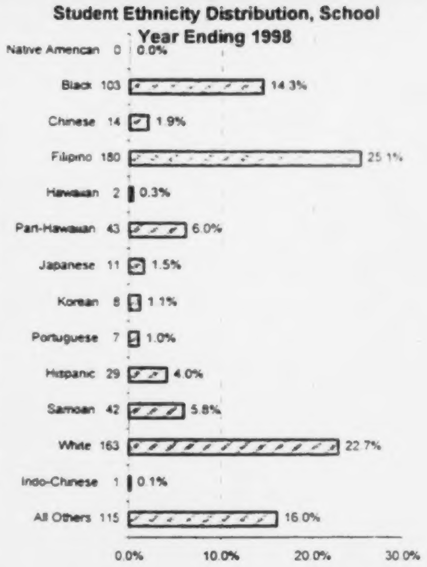
School Description

Opened in 1971, Makalapa Elementary School was designed in the open classroom arrangement popular at that time. Presently, about 70% of our students are military connected. Consensus was reached and a waiver received to implement a year-round school education calendar in 1996-97. A two (2) year continuance of the year-round calendar was granted in 1998. Makalapa Elementary School is operating under School/Community-Based Management.

Context: School Setting

Student Profile

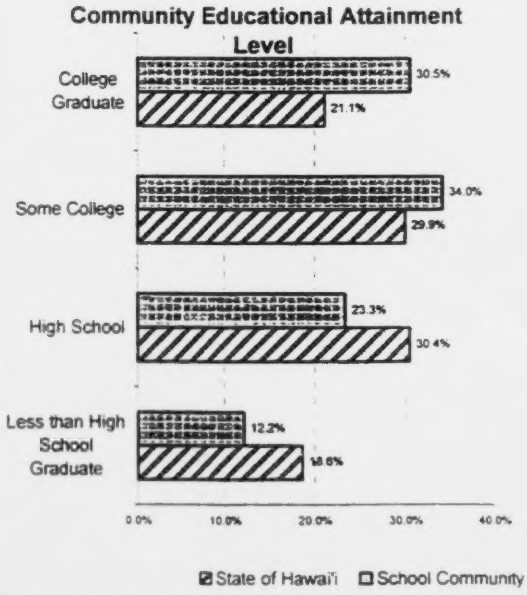
School year ending	*1996*	*1997*	*1998*
Fall enrollment	705	699	716
Number and percent of students enrolled for the entire school year	613	624	613
	87.0%	89.3%	85.6%
Number and percent of students receiving free or reduced-cost lunch	187	306	301
	26.5%	43.8%	42.0%
Number and percent of students in Special Education programs	37	30	33
	5.2%	4.3%	4.6%
Number and percent of students with limited English proficiency	44	32	40
	6.2%	4.6%	5.6%


Student Ethnicity Distribution, School Year Ending 1998

Community Profile *Based on the 1990 U.S. Census*

	School Community	State of Hawai'i
Average family size	2.9	3.6
Percent of households with school age children (4-19)	34.5%	31.8%
Median household income	$49,812	$38,829
Per capita income	$17,375	$15,770
Percent of households with Public Assistance income	3.2%	6.8%
Percent of children (3-19 years) below poverty level	4.2%	11.6%
Percent of children (4-19 years) who are at-risk*	0.7%	2.1%

*Children 4 to 19 years of age, who are not high school graduates, living with mother who is not a high school graduate, is single, divorced or separated, and is below the poverty level


Community Educational Attainment Level

BEST COPY AVAILABLE

Process: School Priorities

Information about a school's performance is most useful if schoolwide priorities are first identified. This rank ordering of school improvement goals provides a concise and clear sketch of this school's School Improvement Plans over the past three years. A description of school improvement priorities and activities during the school year just completed is given below

School Year Ending 1996	#1	Student Achievement
	#2	Educational Technology
	#3	Student Attitude
School Year Ending 1997	#1	Student Achievement
	#2	Educational Technology
	#3	Student Attitude
School Year Ending 1998	#1	Student Achievement
	#2	Parent Involvement/Community Relations
	#3	Student Attitude

Priority 1: *Student Achievement*

Makalapa continues to work on improving student achievement. A meaningful, relevant & challenging curriculum is being designed, implemented & strengthened through various initiatives: thematic interdisciplinary units supported by Success Compact training; alignment of curriculum to Performance Standards; implementation of learning expectations for all students: improving student reading & writing skills through the implementation of School-wide Title I plan; & infusion of career activities & SCANS across the curriculum. Networked computers in every classroom, video equipment, media production center, and teleconferencing capabilities further support the curriculum. In addition, alternative assessments, SAT & other evaluation data are analyzed to improve curriculum & instruction. The involvement of the school community continues. Military partners assist students with reading & other curriculum activities such as Junior Achievement; parents are trained to support their children in academic skills & attitudes; local merchants provide incentives for students.

Priority 2: *Parent Involvement/Community Relations*

The school recognizes the importance of working with the home & community to effectively assist student to reach their full potential. Providing multiple forum for parents & community members to give input is essential to the school. The SCBM council, PTO, & PCNC Parent Facilitator continue to hold open meetings for parents & community members to be active participants. Grade levels organize & conduct workshops & other activities to train & encourage parents to be involved in the education of their child. Parents & community members are encouraged to participate in the development & implementation of our school improvement plan. As a result of the input received, Makalapa was able to develop the Parent-Student-Teacher Compact & Parent Involvement Policy.

Priority 3: *Student Attitude*

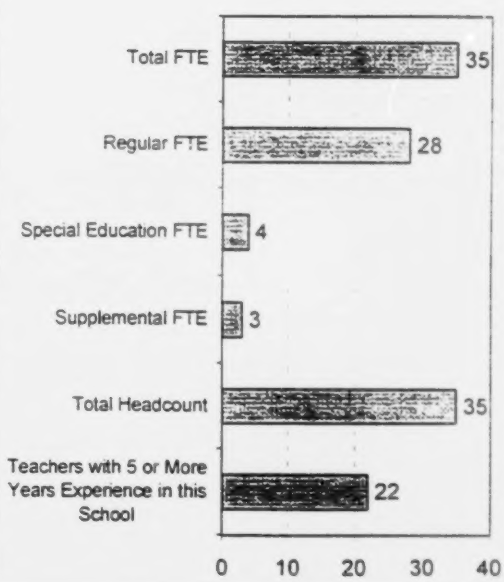
Student attitude impacts student achievement. For this reason all teacher & staff are encouraged to be TRIBES-trained. Currently more than 80% of the teachers & staff are trained. Fourteen (14) have committed to take the second level of TRIBES training. A sense of community, guidance activities, positive praise are emphasized in cooperative learning strategies learned in TRIBES. The entire school functions on the TRIBES concept for improved interpersonal relationships. School continues to provide opportunities for students to apply their learning in co-curricular activities: track, basketball, volleyball, Jump Rope for Heart; speech festival, school chorus, song festival, video & yearbook crew, JPO, Student Council, Safety Squad, & Reading Buddies. An integral part of the school program is to recognize student achievement: Quarterly awards assembly, recognition for school & community service, perfect attendance certificates, & class and grade level awards. Supplementary

Process: School Resources

Certified Staff *School year ending 1998*

Teaching Staff	
Total Full-Time Equivalent (FTE)	35.0
Regular Instruction, FTE	28.0
Special Education, FTE	4.0
Supplemental Instruction, FTE	3.0
Total number of persons assigned to teaching.	35
Teachers with 5 or more years experience in this school	22
Teachers' average years of experience	13.9
Students per Teaching Staff Member	
Regular Instruction	22.0
Special Education	8.3
Administrative and Student Services Staff	
Administration*, FTE	2.0
Librarians, FTE	1.0
Counselors, FTE	2.0
Number of principals at this school in the last five years	1

Teacher Counts



* Administration includes Principals, Vice-Principals, Student Activity Coordinators, Registrars, and Athletic Directors

Facilities *School year ending 1998*

Classrooms available	33
Number of classrooms short (-) or over (+)	-1

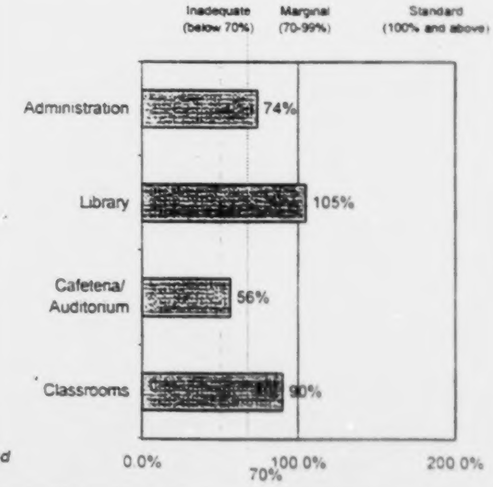
School facilities inspection results

	Score 1	Score 2	Score 3
Grounds			3
Building exterior			3
Building interior			3
Equipment/Furnishings			3
Health/Safety			3
Sanitation			3
Total		18	

For each category:
1 = Unacceptable; 2 = Satisfactory; 3 = Very Good

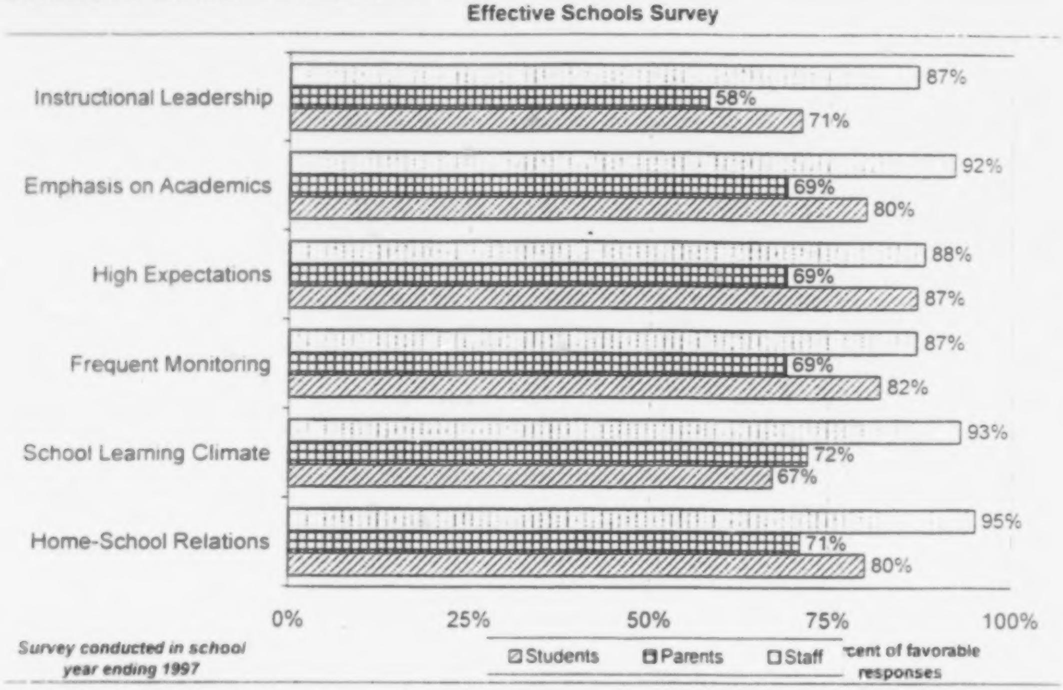
For Total:
6-8 = Unacceptable; 9-15 = Satisfactory; 16-18 = Very Good

Adequacy of School's Space Compared with State Standards



Outcomes: Vital Signs

Effective School Practices

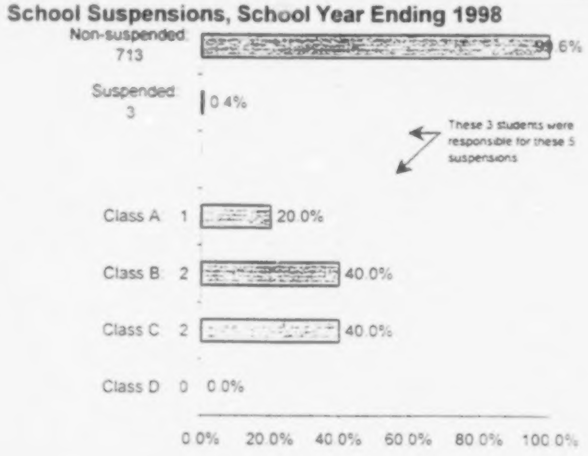


Survey conducted in school year ending 1997

Student Conduct

Attendance and Absences

School Year	1995-96	1996-97	1997-98	State Standard
Average Daily Attendance: % (higher is better)	95.4%	94.9%	95.4%	95.0%
Average Daily Absences: in days (lower is better)	8.1	9	8.1	9



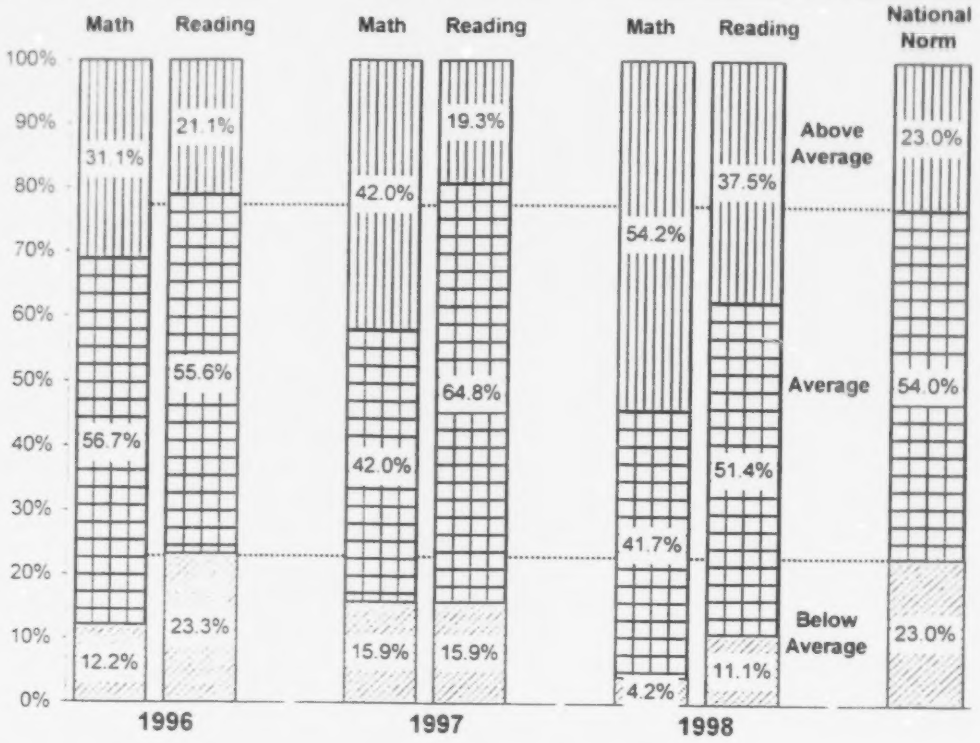
Examples of class of suspension	
	Class A Burglary, robbery, sale of dangerous drugs
	Class B Disorderly conduct, trespassing
	Class C Class cutting, insubordination, smoking
	Class D Contraband (e.g. possession of tobacco)

BEST COPY AVAILABLE

Outcomes: Vital Signs

Statewide Testing

Stanford Achievement Test Results: Grade 6



Fall 1998
Comprehensive Assessment and Accountability System
School Year 1997-98

Pearl Harbor

Elementary School Grades K-6

School Status and Improvement Report

Content

Focus on School p. 1

School Description p. 1

Context: School Setting p. 2

- **Student Profile**
- **Community**

Process: School p. 3

Process: School p. 4

- **Certified**
- **Facilities**

Outcomes: Vital Signs pp. 5-6

- **Effective School**
- **Student Conduct**
- **Statewide**
- **School**

School Address:

Pearl Harbor Elementary School
1 Moanalua Ridge
Honolulu, HI 96818

Focus On School

To improve the quality of public schooling and the educational opportunities it affords to Hawai'i's children, we must have regular, understandable accounts of our schools' progress. This *School Status and Improvement Report* has been prepared as part of the Department's Comprehensive Assessment and Accountability System, and in accordance with **§302A-1004**, Hawai'i Revised Statutes, which requires systematic reports to the people about the performance of schools, individually and collectively.

This report includes a description of the school and provides information on the **context**, **process**, and **outcomes** of education at the school for the 1997-98 school year. **Context** information includes a profiling of the student population and school community. **Process** information describes the school's priorities, plans, and action for improvement and indicates the school's staffing levels and the quality and adequacy of facilities. **Outcome** information includes data on effective school practices, attendance, suspensions, standardized test results, and school completion (for high schools).

This report complements ***The Superintendent's Annual Report on School Performance and Improvement in Hawai'i***, which analyzes our schools collectively and in comparison to those of other states. Together, individual school reports and the summary *Superintendent's Report* describe our schools to help us judge them against our evolving State and national standards for school and school system performance.

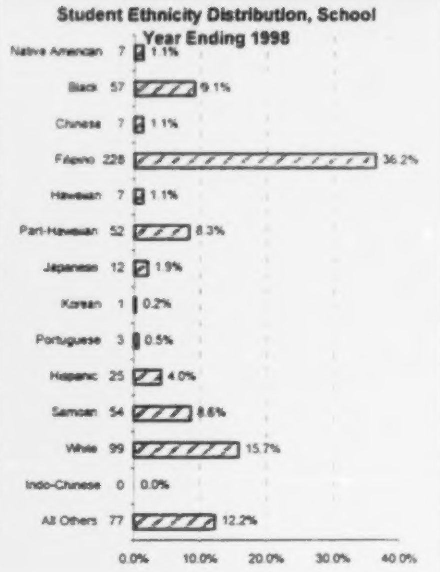
School Description

Pearl Harbor Elementary School has been serving both military dependents and local residents in grades kindergarten through six since 1956. It integrates a remarkably diverse population that includes Filipinos, Caucasians, African-Americans, Samoans, and Asian-Americans, together with medically fragile students from the south side of Central O'ahu District. The school has military partnerships with units from both Naval Base Pearl Harbor and Hickam Air Force Base. The school's tree shaded campus is "off-base," between the Navy Exchange and Moanalua Shopping Center near the Moanalua Terrace military housing area.

Context: School Setting

Student Profile

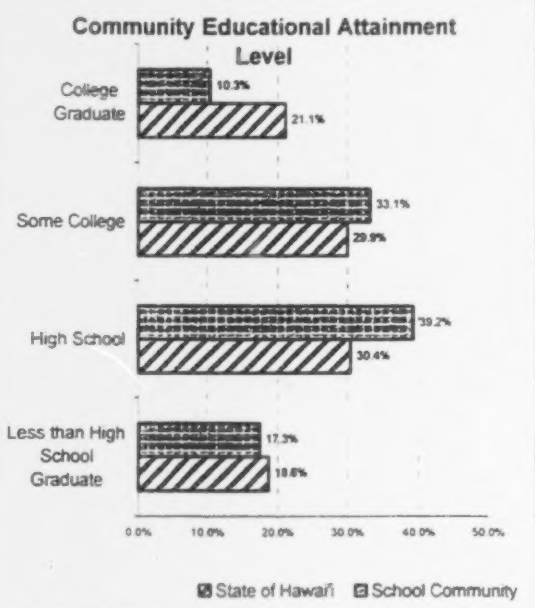
School year ending	*1996*	*1997*	*1998*
Fall enrollment	777	691	639
Number and percent of students enrolled for the entire school year	666	597	559
	85.7%	86.4%	87.5%
Number and percent of students receiving free or reduced-cost lunch	334	294	304
	43.0%	42.5%	47.6%
Number and percent of students in Special Education programs	45	37	34
	5.8%	5.4%	5.3%
Number and percent of students with limited English proficiency	76	80	70
	9.8%	11.6%	11.0%


Student Ethnicity Distribution, School Year Ending 1998

Community Profile *Based on the 1990 U.S. Census*

	School Community	State of Hawai'i
Average family size	3.1	3.6
Percent of households with school age children (4-19)	41.4%	31.8%
Median household income	$30,188	$38,829
Per capita income	$10,190	$15,770
Percent of households with Public Assistance income	5.4%	6.8%
Percent of children (3-19 years) below poverty level	8.3%	11.6%
Percent of children (4-19 years) who are at-risk*	0.0%	2.1%

*Children 4 to 19 years of age, who are not high school graduates, living with mother who is not a high school graduate, is single, divorced or separated, and is below the poverty level.


Community Educational Attainment Level

BEST COPY AVAILABLE

Process: School Priorities

Information about a school's performance is most useful if schoolwide priorities are first identified. This rank ordering of school improvement goals provides a concise and clear sketch of this school's School Improvement Plans over the past three years. A description of school improvement priorities and activities during the school year just completed is given below.

School Year Ending 1996	#1	Student Achievement
	#2	Hawai'i Content and Performance Standards (Alignment)
	#3	Educational Technology
School Year Ending 1997	#1	Student Achievement
	#2	Hawai'i Content and Performance Standards (Alignment)
	#3	Parent Involvement/Community Relations
School Year Ending 1998	#1	Student Achievement
	#2	Hawai'i Content and Performance Standards (Assessmer
	#3	Parent Involvement/Community Relations

Priority 1: *Student Achievement*

Pearl Harbor Elementary School (PHES) has a schoolwide plan which focuses on providing students with academic and affective activities which promote students' higher-level thinking skills. The goal is to develop literate students aware of the importance of critical and creative thinking. Students are offered a balanced reading program of literacy strategies, content-based reading, and phonics and skills taught in context. A variety of learning activities are used to provide opportunities to achieve in the area of mathematics. To be more meaningful, teachers make an effort to connect the math curriculum with real life situations. Pearl Harbor Elementary is completely networked. The use of technology in the curriculum has expanded with CD-ROMs and the internet being used as an integral part of instruction. Based on Title I evaluation criteria, Pearl Harbor Elementary School has achieved adequate yearly progress.

Priority 2: *Hawai'i Content and Performance Standards (Alignment)*

Hawai'i Content and Performance Standards (HCPS) have been used as a framework for the schoolwide focus and systematic instruction. The efforts to align the curriculum with HCPS continues with an emphasis on the reading and math standards that address higher level and critical thinking skills. As part of the Title I Schoolwide Improvement Project, teachers have created assessment tools to measure student achievement of the HCPS in the areas of reading, writing, and mathematics. Efforts to improve these assessment tools will continue. Teachers have also begun producing assessments in the area of social studies and science.

Priority 3: *Parent Involvement / Community Relations*

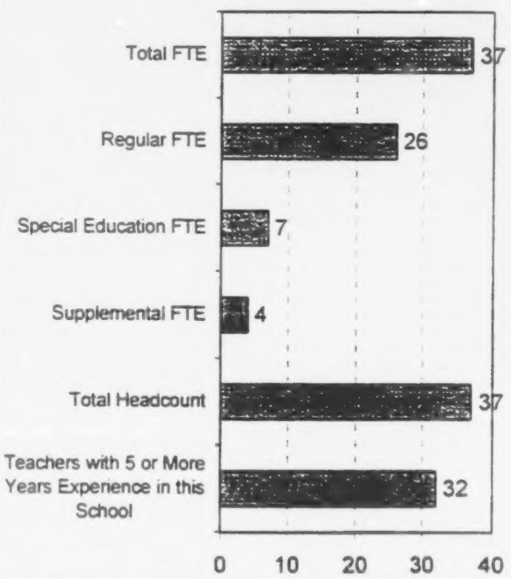
A Parent/Community Networking Center (PCNC) Coordinator was hired through Title I funds to provide the vital link between the school and the parents and community members. The PCNC informs parents of parent training opportunities offered by the school or other organizations and coordinates volunteer programs for various school activities. During the school year, each grade level presented a parent workshop emphasizing strategies parents can use in helping their children learn. In keeping with the schoolwide plan, these workshops targeted thinking skills involved in reading and/or mathematics. To increase communication with parents, a schoolwide bulletin and a classroom newsletter is sent home monthly. The class newsletter keeps parents up to date on what is happening in the classroom both academically and socially in order to broaden their understanding of the school programs.

Process: School Resources

Certified Staff *School year ending 1998*

Teaching Staff	
Total Full-Time Equivalent (FTE)	37.0
Regular Instruction, FTE	26.0
Special Education, FTE	7.0
Supplemental Instruction, FTE	4.0
Total number of persons assigned to teaching.	37
Teachers with 5 or more years experience in this school	32
Teachers' average years of experience	16.8
Students per Teaching Staff Member	
Regular Instruction	20.2
Special Education	4.9
Administrative and Student Services Staff	
Administration*, FTE	2.0
Librarians, FTE	1.0
Counselors, FTE	2.0
Number of principals at this school in the last five years	2

Teacher Counts



* Administration includes Principals, Vice-Principals, Student Activity Coordinators, Registrars, and Athletic Directors

Facilities *School year ending 1998*

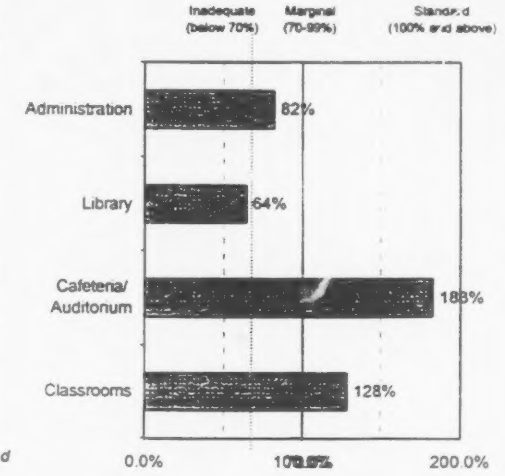
Classrooms available	42
Number of classrooms short (-) or over (+)	2

School facilities inspection results

	Score 1	Score 2	Score 3
Grounds		2	
Building exterior		2	
Building interior		2	
Equipment/Furnishings		2	
Health/Safety		2	
Sanitation		2	
Total		12	

For each category
1 = Unacceptable, 2 = Satisfactory, 3 = Very Good

For Total:
6-8 = Unacceptable; 9-15 = Satisfactory; 16-18 = Very Good

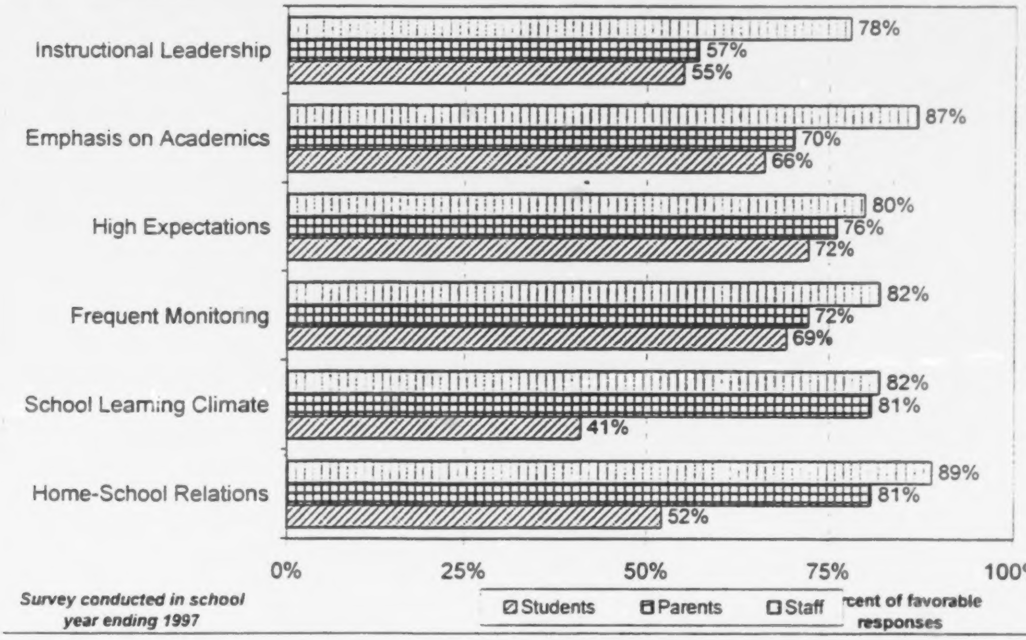


Adequacy of School's Space Compared with State Standards

Outcomes: Vital Signs

Effective School Practices

Effective Schools Survey



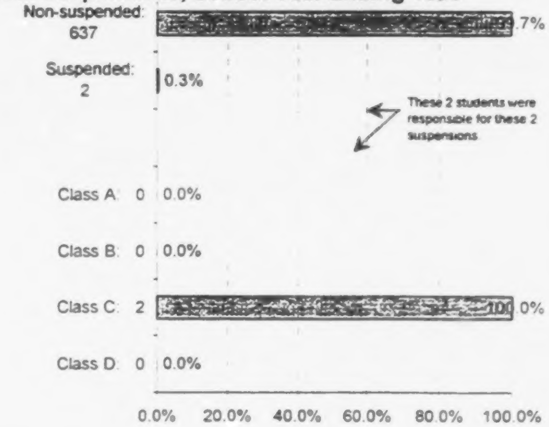
Survey conducted in school year ending 1997

Student Conduct

Attendance and Absences

School Year 1995-96	1996-97	1997-98	*State Standard*
Average Daily Attendance: % (higher is better)			
95.8%	95.5%	95.9%	95.0%
Average Daily Absences: in days (lower is better)			
7.4	7.9	7.3	9

School Suspensions, School Year Ending 1998

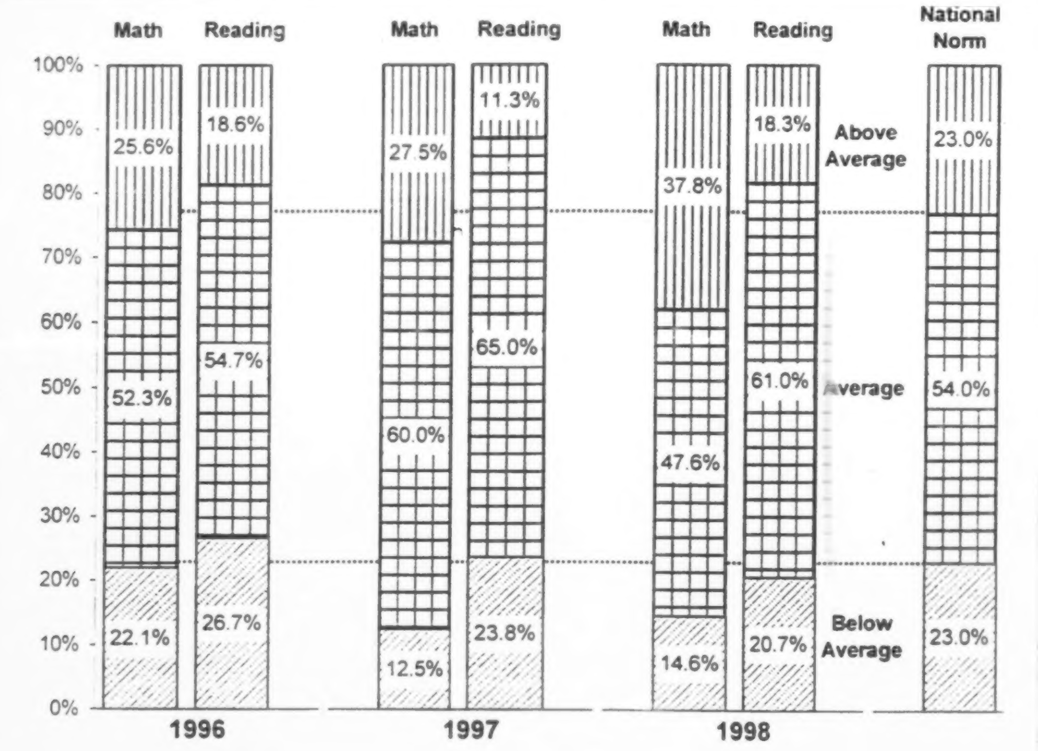


Examples of class of suspension:	
	Class A: Burglary, robbery, sale of dangerous drugs
	Class B: Disorderly conduct, trespassing
	Class C: Class cutting, insubordination, smoking
	Class D: Contraband (e.g. possession of tobacco)

Outcomes: Vital Signs

Statewide Testing

Stanford Achievement Test Results: Grade 6



Fall 1998
Comprehensive Assessment and Accountability System
School Year 1997-98

Helemano

Elementary School Grades K-6

School Status and Improvement Report

Content

Focus on School p. 1

School Description p. 1

Context: School Setting p. 2
- **Student Profile**
- **Community**

Process: School p. 3

Process: School p. 4
- **Certified**
- **Facilities**

Outcomes: Vital Signs pp. 5-6
- **Effective School**
- **Student Conduct**
- **Statewide**
- **School**

School Address:

Helemano Elementary School
1001 Ihi Ihi Avenue
Wahiawa, HI 96786

Focus On School

To improve the quality of public schooling and the educational opportunities it affords to Hawai'i's children, we must have regular, understandable accounts of our schools' progress. This *School Status ana Improvement Report* has been prepared as part of the Department's Comprehensive Assessment and Accountability System, and in accordance with **§302A-1004**, Hawai'i Revised Statutes, which requires systematic reports to the people about the performance of schools, individually and collectively.

This report includes a description of the school and provides information on the **context, process,** and **outcomes** of education at the school for the 1997-98 school year. **Context** information includes a profiling of the student population and school community. **Process** information describes the school's priorities, plans, and action for improvement and indicates the school's staffing levels and the quality and adequacy of facilities. **Outcome** information includes data on effective school practices, attendance, suspensions, standardized test results, and school completion (for high schools).

This report complements ***The Superintendent's Annual Report on School Performance and Improvement in Hawai'i***, which analyzes our schools collectively and in comparison to those of other states. Together, individual school reports and the summary *Superintendent's Report* describe our schools to help us judge them against our evolving State and national standards for school and school system performance.

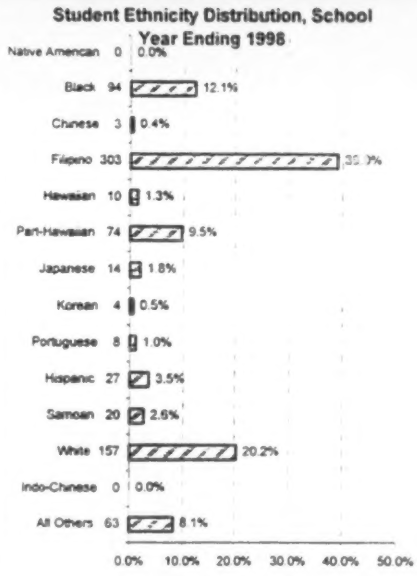
School Description

Helemano School is located in Whitmore Village in Wahiawa. The school's population is a mix of children from local, plantation, and military families. Helemano Elementary School is operating under School/Community-Based Management and is on a year-round calendar.

Context: School Setting

Student Profile

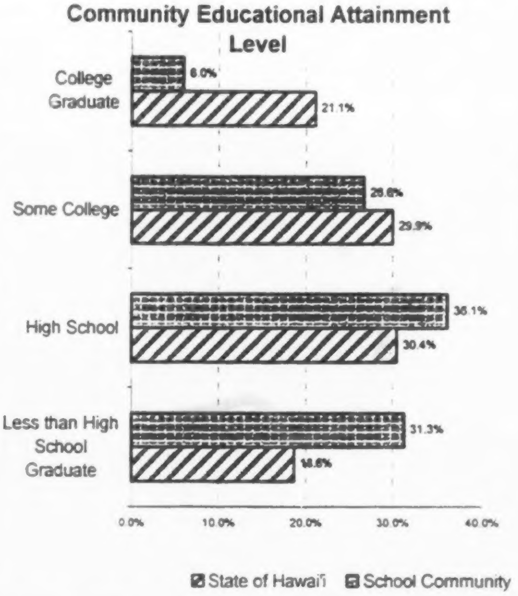
School year ending	*1996*	*1997*	*1998*
Fall enrollment	792	840	825
Number and percent of students enrolled for the entire school year	716	633	601
	90.4%	75.4%	72.8%
Number and percent of students receiving free or reduced-cost lunch	420	415	408
	53.0%	49.4%	49.5%
Number and percent of students in Special Education programs	40	42	48
	5.1%	5.0%	5.8%
Number and percent of students with limited English proficiency	126	109	111
	15.9%	13.0%	13.5%


Student Ethnicity Distribution, School Year Ending 1998

Community Profile *Based on the 1990 U.S. Census*

	School Community	State of Hawai'i
Average family size	2.9	3.6
Percent of households with school age children (4-19)	46.2%	31.8%
Median household income	$38,542	$38,829
Per capita income	$10,139	$15,770
Percent of households with Public Assistance income	8.9%	6.8%
Percent of children (3-19 years) below poverty level	3.0%	11.6%
Percent of children (4-19 years) who are at-risk*	3.1%	2.1%

*Children 4 to 19 years of age, who are not high school graduates, living with mother who is not a high school graduate, is single, divorced or separated, and is below the poverty level.


Community Educational Attainment Level

BEST COPY AVAILABLE

Process: School Priorities

Information about a school's performance is most useful if schoolwide priorities are first identified. This rank ordering of school improvement goals provides a concise and clear sketch of this school's School Improvement Plans over the past three years. A description of school improvement priorities and activities during the school year just completed is given below.

School Year Ending 1996	#1	Student Achievement
	#2	School Curriculum
	#3	Educational Technology
School Year Ending 1997	#1	Student Achievement
	#2	Staff Development
	#3	Parent Involvement/Community Relations
School Year Ending 1998	#1	Student Achievement
	#2	Staff Development
	#3	Parent Involvement/Community Relations

Priority 1: *Student Achievement*

We will continue our efforts to improve on student achievement. Our primary focus is early childhood education therefore our focus is in the primary grades. Key programs such as pre-school and success in reading are being continually assessed and monitored. We are a Title I school and will be in our final year of our three year plan. We have made significant gains as indicated by our grade 6 SAT scores, though grade 3 did not make gains. Based on our logitudinal studies, of which we have 61% validation, our school has made at least a 5 to 10% gain in most areas of the SAT in both reading and math. As a result we feel that our school is definitely making progress.

Priority 2: *Staff Development*

Staff development will continue and be expanded to include more efforts in the area of literacy. Teachers will be inserviced in this area by instructors from the University of Hawaii, the State, and will be subsidized to take classes in this area. We will also continue our efforts to get 100% of our staff Tribes trained. Technology will also be another area in which we will be providing inservicing to our teachers utilizing mini-workshops and classes during the summer.

Priority 3: *Parent Involvement / Community Relations*

Our efforts to increase and improve our parent involvement will continue. We are in the process of creating a full-time parent facilitator and to raise our goal of at least an average of 50% on all of our parent activities. Our parent compact goal has also been increased from 80% to 90%. We would like to also look in to the possibility of implementing a parenting skills class for our community. School wide and grade level parent activities will continue.

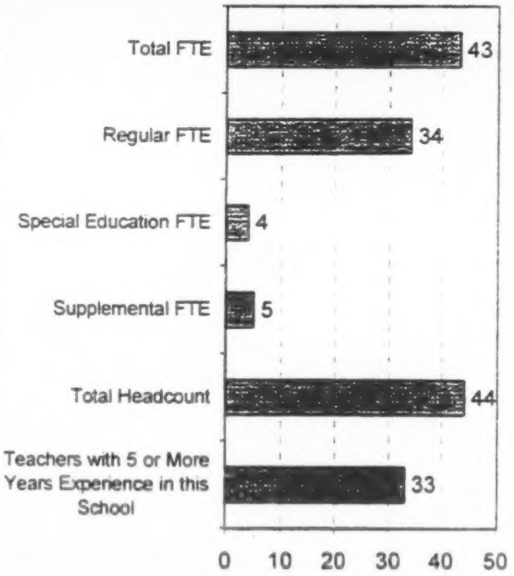
Process: School Resources

Certified Staff

School year ending 1998

Teaching Staff	
Total Full-Time Equivalent (FTE)	43.0
Regular Instruction, FTE	34.0
Special Education, FTE	4.0
Supplemental Instruction, FTE	5.0
Total number of persons assigned to teaching,	44
Teachers with 5 or more years experience in this school	33
Teachers' average years of experience	13.9
Students per Teaching Staff Member	
Regular Instruction	19.9
Special Education	12.0
Administrative and Student Services Staff	
Administration*, FTE	2.0
Librarians, FTE	1.0
Counselors, FTE	2.0
Number of principals at this school in the last five years	1

Teacher Counts



* Administration includes Principals, Vice-Principals, Student Activity Coordinators, Registrars, and Athletic Directors

Facilities

School year ending 1998

Classrooms available	36
Number of classrooms short (-) or over (+)	-4

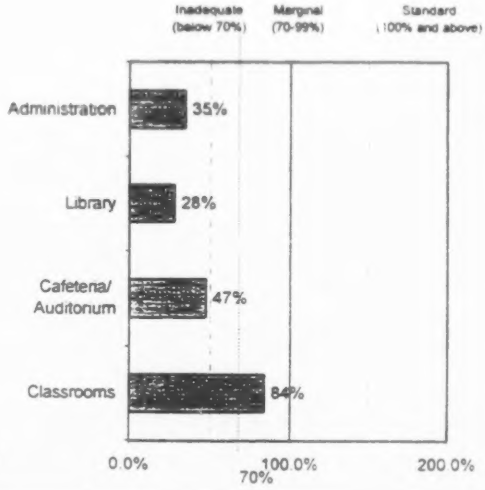
School facilities inspection results

	Score 1	Score 2	Score 3
Grounds			3
Building exterior		2	
Building interior		2	
Equipment/Furnishings		2	
Health/Safety			3
Sanitation		2	
Total		14	

For each category:
1 = Unacceptable, 2 = Satisfactory; 3 = Very Good

For Total:
6-8 = Unacceptable; 9-15 = Satisfactory; 16-18 = Very Good

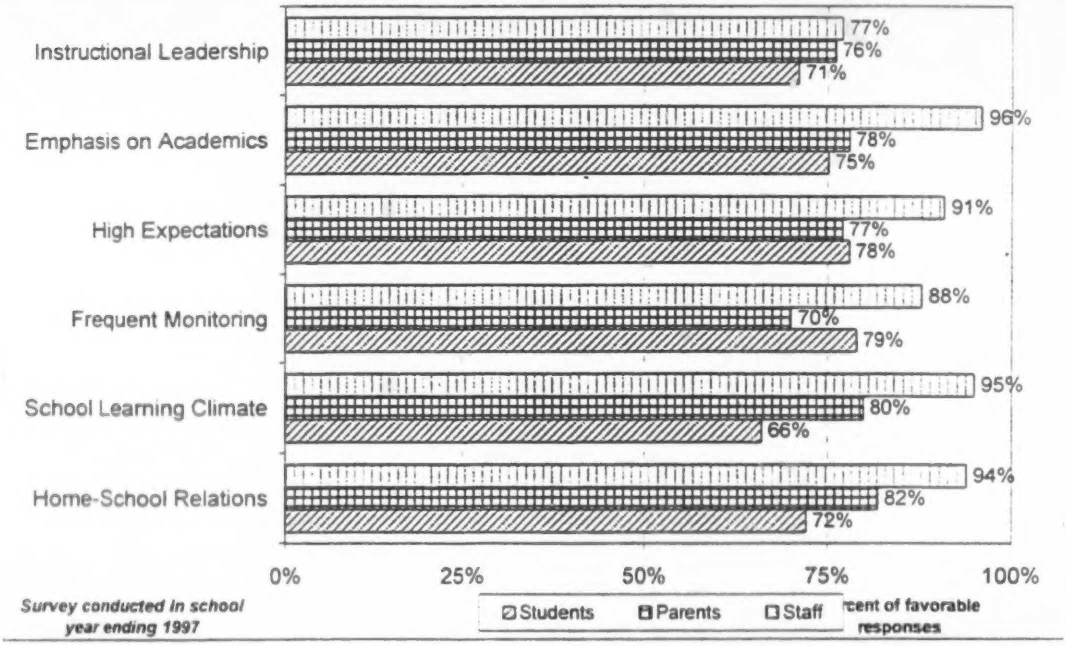
Adequacy of School's Space Compared with State Standards



Outcomes: Vital Signs

Effective School Practices

Effective Schools Survey



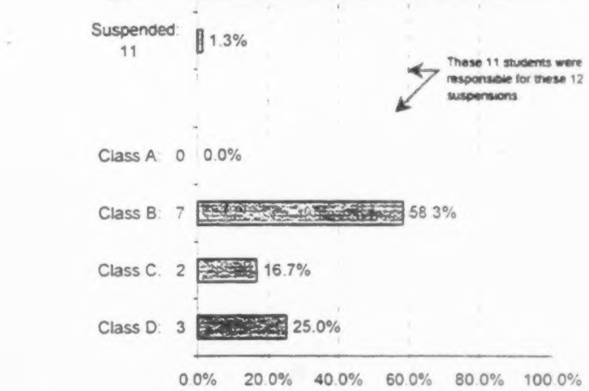
Survey conducted in school year ending 1997

Student Conduct

Attendance and Absences

School Year	1995-96	1996-97	1997-98	*State Standard*
Average Daily Attendance: % (higher is better)	94.5%	94.3%	94.6%	95.0%
Average Daily Absences: in days (lower is better)	9.7	10	9.5	9

School Suspensions, School Year Ending 1998

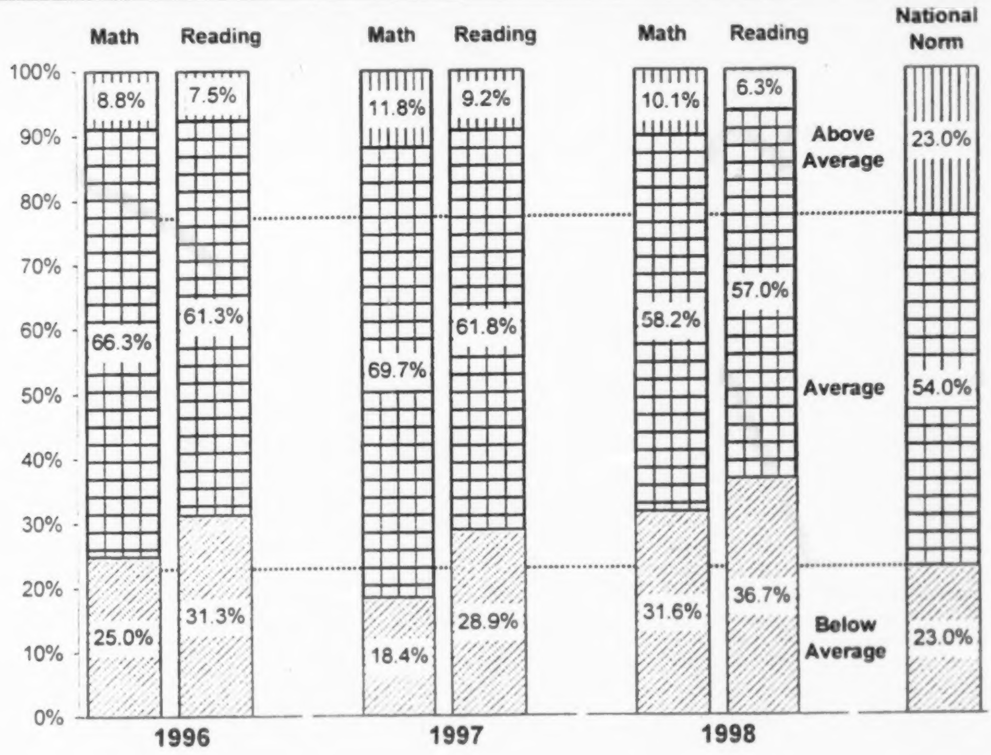


Examples of class of suspension	
	Class A: Burglary, robbery, sale of dangerous drugs Class B: Disorderly conduct, trespassing Class C: Class cutting, insubordination, smoking Class D: Contraband (e.g. possession of tobacco)

Outcomes: Vital Signs

Statewide Testing

Stanford Achievement Test Results: Grade 6



Fall 1998
Comprehensive Assessment and Accountability System
School Year 1997-98

Gustave H.
Webling
Elementary School Grades K-6

School Status and Improvement Report

Content

Focus on School p. 1
School Description p. 1
Context: School Setting p. 2
- **Student Profile**
- **Community**

Process: School p. 3
Process: School p. 4
- **Certified**
- **Facilities**

Outcomes: Vital Signs pp. 5-6
- **Effective School**
- **Student Conduct**
- **Statewide**
- **School**

School Address:

Webling Elementary School
99-370 Paihi Street
'Aiea, HI 96701

Focus On School

To improve the quality of public schooling and the educational opportunities it affords to Hawai'i's children, we must have regular, understandable accounts of our schools' progress. This *School Status and Improvement Report* has been prepared as part of the Department's Comprehensive Assessment and Accountability System, and in accordance with **§302A-1004**, Hawai'i Revised Statutes, which requires systematic reports to the people about the performance of schools, individually and collectively.

This report includes a description of the school and provides information on the **context**, **process**, and **outcomes** of education at the school for the 1997-98 school year. **Context** information includes a profiling of the student population and school community. **Process** information describes the school's priorities, plans, and action for improvement and indicates the school's staffing levels and the quality and adequacy of facilities. **Outcome** information includes data on effective school practices, attendance, suspensions, standardized test results, and school completion (for high schools).

This report complements ***The Superintendent's Annual Report on School Performance and Improvement in Hawai'i***, which analyzes our schools collectively and in comparison to those of other states. Together, individual school reports and the summary *Superintendent's Report* describe our schools to help us judge them against our evolving State and national standards for school and school system performance

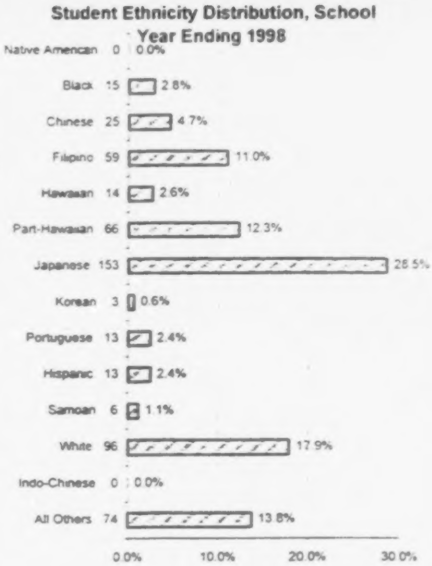
School Description

Located in a middle-class residential area of 'Aiea, Webling Elementary School sits serenely on a hill with a panoramic view of Pearl Harbor. The ethnically diverse school population consists of 40% federally connected students. The primary purpose of the school is to develop democratic values and goals by promoting the optimum development of the individual in a positive and supportive environment. Gustave H. Webling Elementary School is planning for School/Community-Based Management.

Context: School Setting

Student Profile

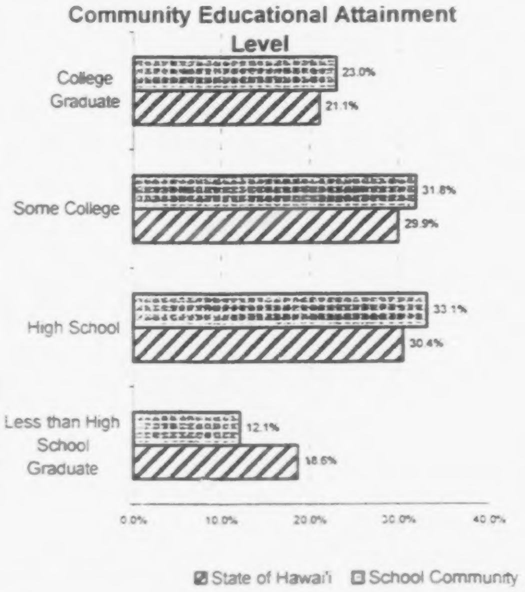
School year ending	*1996*	*1997*	*1998*
Fall enrollment	534	547	549
Number and percent of students enrolled for the entire school year	507	526	519
	94.9%	96.2%	94.5%
Number and percent of students receiving free or reduced-cost lunch	78	98	95
	14.6%	17.9%	17.3%
Number and percent of students in Special Education programs	25	24	32
	4.7%	4.4%	5.8%
Number and percent of students with limited English proficiency	11	14	12
	2.1%	2.6%	2.2%


Student Ethnicity Distribution, School Year Ending 1998

Community Profile *Based on the 1990 U.S. Census*

	School Community	State of Hawai'i
Average family size	3.0	3.6
Percent of households with school age children (4-19)	34.2%	31.8%
Median household income	$47,675	$38,829
Per capita income	$16,583	$15,770
Percent of households with Public Assistance income	3.5%	6.8%
Percent of children (3-19 years) below poverty level	4.2%	11.6%
Percent of children (4-19 years) who are at-risk*	2.0%	2.1%

*Children 4 to 19 years of age, who are not high school graduates, living with mother who is not a high school graduate, is single, divorced or separated, and is below the poverty level.


Community Educational Attainment Level

BEST COPY AVAILABLE

Process: School Priorities

Information about a school's performance is most useful if schoolwide priorities are first identified. This rank ordering of school improvement goals provides a concise and clear sketch of this school's School Improvement Plans over the past three years. A description of school improvement priorities and activities during the school year just completed is given below.

School Year Ending 1996	#1	School Curriculum
	#2	Educational Technology
	#3	Success Compact
School Year Ending 1997	#1	Hawai'i Content and Performance Standards (Alignment)
	#2	Success Compact
	#3	School Curriculum
School Year Ending 1998	#1	Success Compact
	#2	Hawai'i Content and Performance Standards (Alignment)
	#3	School to Work

Priority 1: *Success Compact*

The teachers at Webling Elementary continued to work on and refine their unit plans using the strategies learned at Success Compact workshops. The plans were implemented this year and evaluated for improvement. The teachers continue to work together as a grade level to develop more unit plans.

Priority 2: *Hawaii Content and Performance Standards*

The teachers began to align the social studies curriculum to the Hawaii Content and Performance Standards. Representatives from each grade level met to review the social studies units and activities of their grade. This was compared with the Hawaii state social studies guidelines. After developing a scope and sequence, teachers met by upper/lower grades to compare their program with the Hawaii Content and Performance Standards. Teachers began to identify areas of need where Performance Standards were not fully addressed. A draft has been developed showing the alignment of the Social Studies program with the performance standards.

Priority 3: *School to Work*

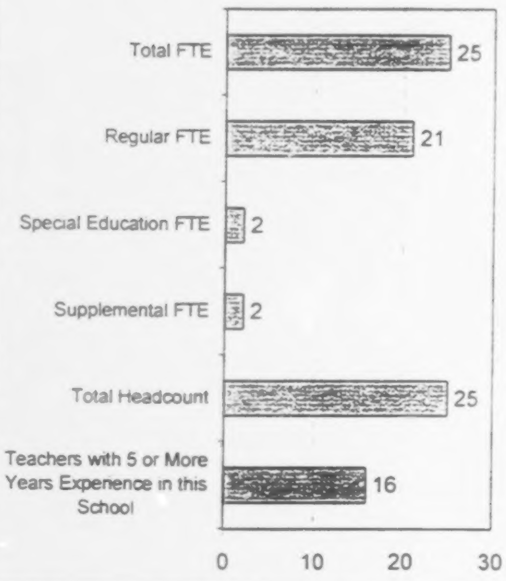
Preparing the students for the work force was one of the foci of Webling Elementary. Students were made aware of the basic skills, thinking skills, personal skills, and interpersonal skills needed on a job. Among the many activities to accomplish this were field trips that emphasized career awareness, speakers from different careers, use of planners to emphasize time management, teachers working at other jobs, and classroom activities that promoted critical thinking and cooperative learning. Teachers also reviewed their School to Work activities and strategies to see how they met the Hawaii Content and Performance Standards.

Process: School Resources

Certified Staff *School year ending 1998*

Teaching Staff	
Total Full-Time Equivalent (FTE)	25.0
Regular Instruction, FTE	21.0
Special Education, FTE	2.0
Supplemental Instruction, FTE	2.0
Total number of persons assigned to teaching,	25
Teachers with 5 or more years experience in this school	16
Teachers' average years of experience	16.6
Students per Teaching Staff Member	
Regular Instruction	22.5
Special Education	16.0
Administrative and Student Services Staff	
Administration*, FTE	1.0
Librarians, FTE	1.0
Counselors, FTE	1.0
Number of principals at this school in the last five years	1

Teacher Counts



* Administration includes Principals, Vice-Principals, Student Activity Coordinators, Registrars, and Athletic Directors

Facilities *School year ending 1998*

Classrooms available	25
Number of classrooms short (-) or over (+)	1

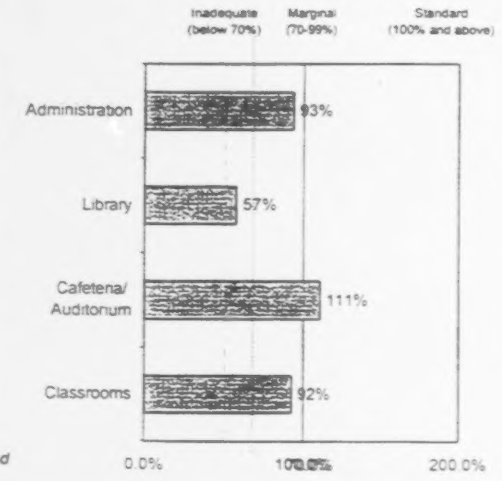
School facilities inspection results

	Score 1	Score 2	Score 3
Grounds			3
Building exterior			3
Building interior			3
Equipment/Furnishings			3
Health/Safety			3
Sanitation			3
Total		18	

For each category:
1 = Unacceptable; 2 = Satisfactory; 3 = Very Good

For Total:
6-8 = Unacceptable; 9-15 = Satisfactory; 16-18 = Very Good

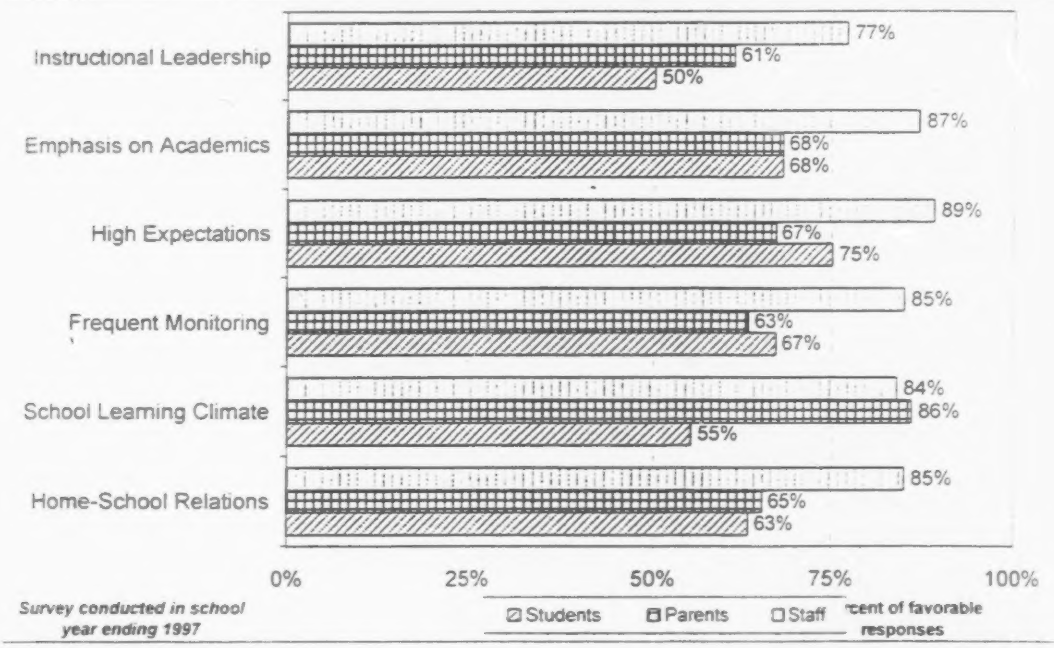
Adequacy of School's Space Compared with State Standards



Outcomes: Vital Signs

Effective School Practices

Effective Schools Survey



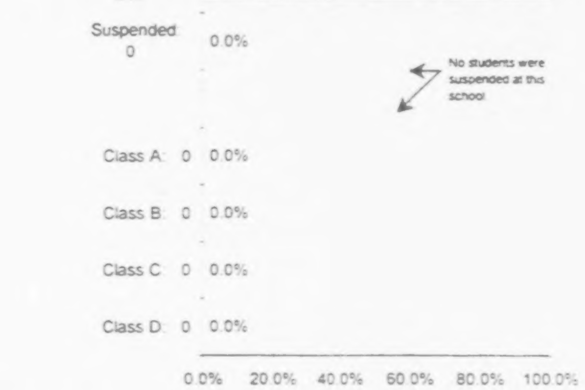
Survey conducted in school year ending 1997

Student Conduct

Attendance and Absences

	School Year			State Standard
	1995-96	1996-97	1997-98	
Average Daily Attendance: % (higher is better)	95.9%	95.6%	95.9%	95.0%
Average Daily Absences: in days (lower is better)	7.2	7.6	7.2	9

School Suspensions, School Year Ending 1998

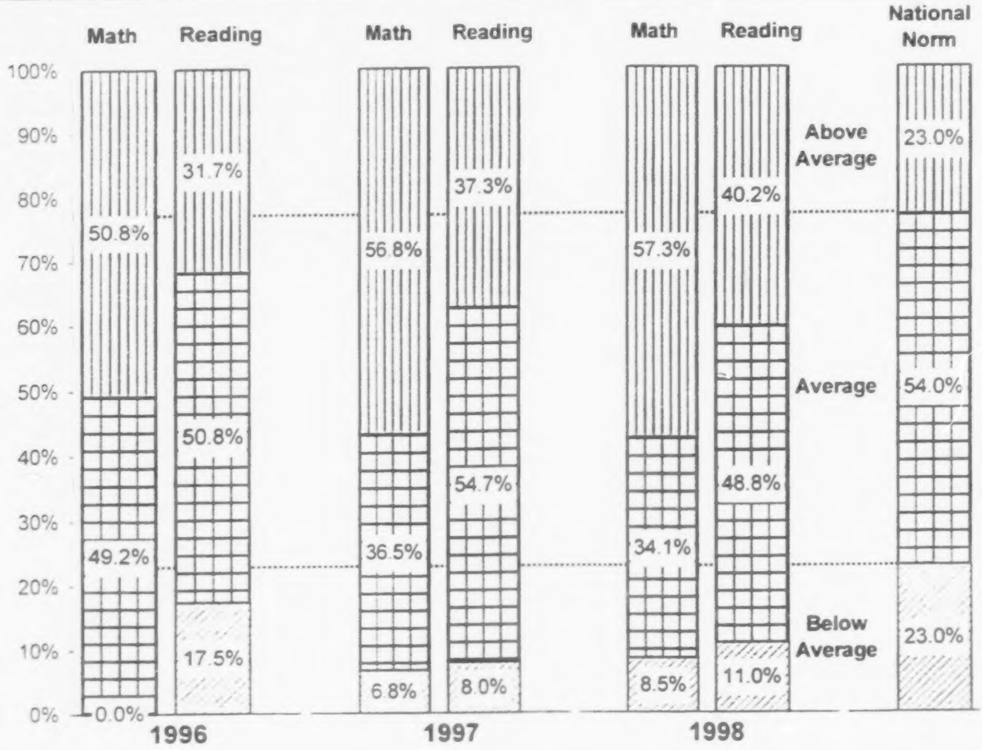


Examples of class of suspension	
	Class A: Burglary, robbery, sale of dangerous drugs
	Class B: Disorderly conduct, trespassing
	Class C: Class cutting, insubordination, smoking
	Class D: Contraband (e.g. possession of tobacco)

Outcomes: Vital Signs

Statewide Testing

Stanford Achievement Test Results: Grade 6



Fall 1998
Comprehensive Assessment and Accountability System
School Year 1997-98

Pearl City

Elementary School Grades K-6

School Status and Improvement Report

Content

Focus on School p. 1
School Description p. 1
Context: School Setting p. 2
- Student Profile
- Community

Process: School p. 3
Process: School p. 4
- Certified
- Facilities

Outcomes: Vital Signs pp. 5-6
- Effective School
- Student Conduct
- Statewide
- School

School Address:

Pearl City Elementary School
1090 Waimano Home Road
Pearl City, HI 96782

Focus On School

To improve the quality of public schooling and the educational opportunities it affords to Hawai'i's children, we must have regular, understandable accounts of our schools' progress. This *School Status and Improvement Report* has been prepared as part of the Department's Comprehensive Assessment and Accountability System, and in accordance with **§302A-1004**, Hawai'i Revised Statutes, which requires systematic reports to the people about the performance of schools, individually and collectively.

This report includes a description of the school and provides information on the **context**, **process**, and **outcomes** of education at the school for the 1997-98 school year. **Context** information includes a profiling of the student population and school community. **Process** information describes the school's priorities, plans, and action for improvement and indicates the school's staffing levels and the quality and adequacy of facilities. **Outcome** information includes data on effective school practices, attendance, suspensions, standardized test results, and school completion (for high schools).

This report complements ***The Superintendent's Annual Report on School Performance and Improvement in Hawai'i***, which analyzes our schools collectively and in comparison to those of other states. Together, individual school reports and the summary *Superintendent's Report* describe our schools to help us judge them against our evolving State and national standards for school and school system performance.

School Description

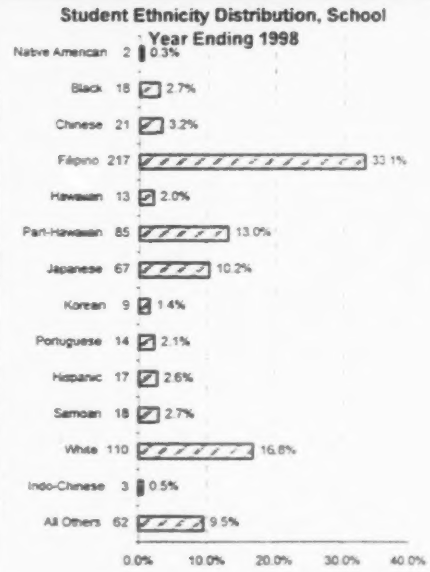
Pearl City Elementary School believes in respecting the dignity and worth of all of its community. The students' self-image is promoted through enrichment programs, fine arts programs, and physical education programs. Students with a wide range of abilities have received recognition for being involved in chorus, Jump Rope for Hearts Team, cheerleading, Peer Mediators Program, JPOs, newspaper journalism, math league competition, and media productions. An appreciation for the diversity of cultures is nurtured in the Hawaiian and Japanese language classes. The student population includes children in the area from Waikele to above the Pearl City Shopping Center. The school staff is very stable and experienced.

BEST COPY AVAILABLE

Context: School Setting

Student Profile

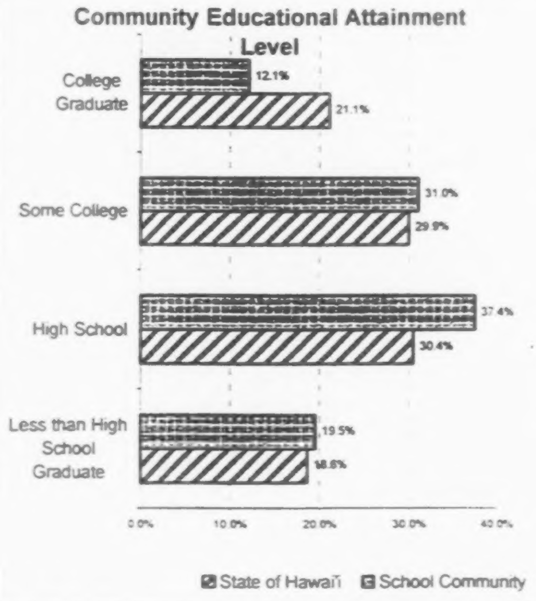
School year ending	*1996*	*1997*	*1998*
Fall enrollment	570	609	654
Number and percent of students enrolled for the entire school year	545	557	580
	95.6%	91.5%	88.7%
Number and percent of students receiving free or reduced-cost lunch	224	249	277
	39.3%	40.9%	42.4%
Number and percent of students in Special Education programs	43	57	55
	7.5%	9.4%	8.4%
Number and percent of students with limited English proficiency	40	39	43
	7.0%	6.4%	6.6%



Community Profile *Based on the 1990 U.S. Census*

	School Community	State of Hawaii
Average family size	3.1	3.6
Percent of households with school age children (4-19)	31.2%	31.8%
Median household income	$32,453	$38,829
Per capita income	$12,755	$15,770
Percent of households with Public Assistance income	3.1%	6.8%
Percent of children (3-19 years) below poverty level	6.5%	11.6%
Percent of children (4-19 years) who are at-risk*	0.0%	2.1%

*Children 4 to 19 years of age, who are not high school graduates, living with mother who is not a high school graduate, is single, divorced or separated, and is below the poverty level.



BEST COPY AVAILABLE

Process: School Priorities

Information about a school's performance is most useful if schoolwide priorities are first identified. This rank ordering of school improvement goals provides a concise and clear sketch of this school's School Improvement Plans over the past three years. A description of school improvement priorities and activities during the school year just completed is given below.

School Year Ending 1996	#1	School Curriculum
	#2	Educational Technology
	#3	School/Community-Based Management
School Year Ending 1997	#1	Student Achievement
	#2	School Curriculum
	#3	Educational Technology
School Year Ending 1998	#1	Title I Schoolwide Project
	#2	Educational Technology
	#3	Hawai'i Content and Performance Standards (Alignment)

Priority 1: *Title I – Schoolwide Project*

Last year, we received approval to become a Title I school and therefore have been able to work towards improving student achievement. Our Title I goals continue to focus on: a) improving math and reading instruction; b) providing professional development in integrated technology; and c) improving parent involvement in supporting student learning. Our current school programs also have in common this foci. Over a five year period, selection criteria for three of our core subject programs: Harcourt Brace Jovanovich (1997) language arts program, Addision-Wesley/Scott Foresman (1998) math program, and our Scott Foresman (1994) science program have in common the following features: 1) Standards-based curriculum, 2) Multidisciplinary activities, 3) Interactive technology, 4) Performance-based assessment, 5) A kindergarten through grade 6 comprehensive program that accommodates the accelerated as well as the remedial learner, 6) Divergent thinking lessons, and 7) A parent involvement component. As a result, over the past five years our reading and math test scores have climbed and our student behavior and attendance has improved.

Priority 2: *Educational Technology*

All students including special education students have weekly computer instruction. The faculty and staff have met their goal of having 100% of the staff to be computer literate. About one third of the staff are also comfortable with using multi-media presentations to enhance core subject curriculum coverage. Through the Goals 2000 grant, two-thirds of the staff have been trained on integrating technology (ie. e-mail, internet, web-page building . . .) into the curriculum. This past school year, through the 'Future Kids Technology' curriculum grant and a School to Work grant, the faculty have been trained in using a comprehensive curriculum technology program. This year, the faculty will refine their technology skills to support their core subject activities. All classrooms have computers and have access to using multi-medial equipment. Closed circuit viewing and a weekly video broadcast allows heterogeneous groups of students to participate in its production. Parents and community members have also been instrumental in enhancing and updating our technology.

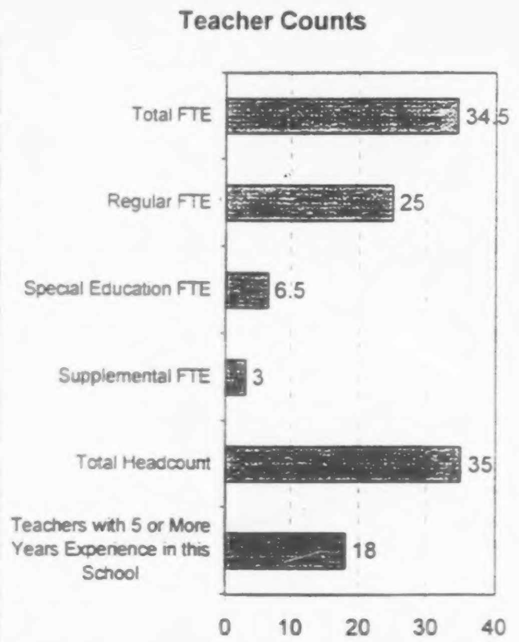
Priority 3: *Hawaii Content and Performance Standards (alignment)*

Last year was our first year of training a few teachers in performance standards alignment. During an intensive summer course, teachers were able to develop lesson units with a foci on aligning essential knowledge and skills within each discipline. The objective of this phase of faculty orientation to

Process: School Resources

Certified Staff *School year ending 1998*

Teaching Staff	
Total Full-Time Equivalent (FTE)	34.5
Regular Instruction, FTE	25.0
Special Education, FTE	6.5
Supplemental Instruction, FTE	3.0
Total number of persons assigned to teaching,	35
Teachers with 5 or more years experience in this school	18
Teachers' average years of experience	14.8
Students per Teaching Staff Member	
Regular Instruction	21.4
Special Education	8.5
Administrative and Student Services Staff	
Administration*, FTE	2.0
Librarians, FTE	1.0
Counselors, FTE	1.0
Number of principals at this school in the last five years	1



Teacher Counts

* Administration includes Principals, Vice-Principals, Student Activity Coordinators, Registrars, and Athletic Directors

Facilities *School year ending 1998*

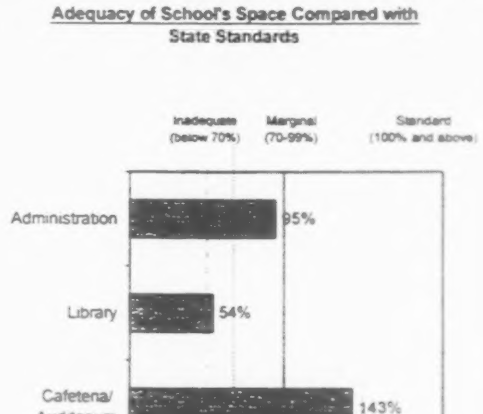
Classrooms available	37
Number of classrooms short (-) or over (+)	0

School facilities inspection results

Score	1	2	3
Grounds			3
Building exterior			3
Building interior			3
Equipment/Furnishings		2	
Health/Safety		2	
Sanitation			3
Total		16	

For each category:
1 = Unacceptable, 2 = Satisfactory, 3 = Very Good

For Total:
6-8 = Unacceptable; 9-15 = Satisfactory; 16-18 = Very Good

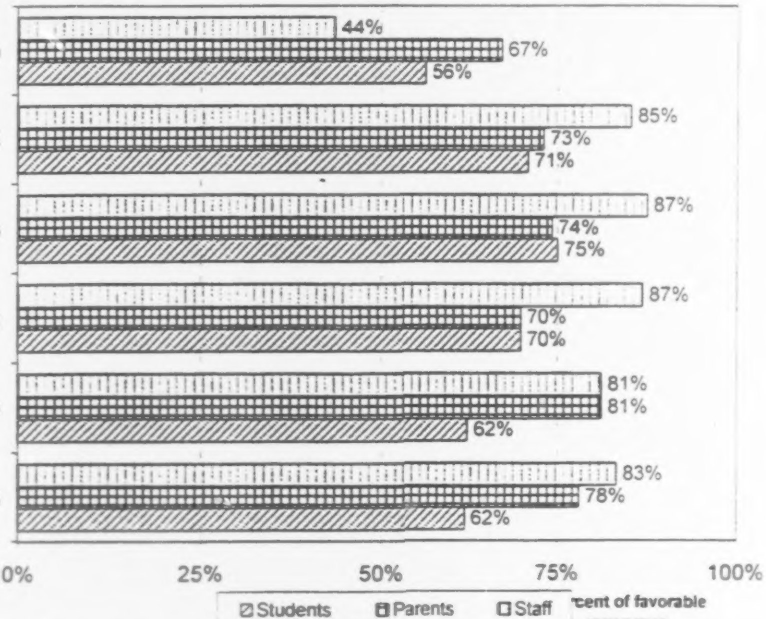


Adequacy of School's Space Compared with State Standards

Outcomes: Vital Signs

Effective School Practices

Effective Schools Survey



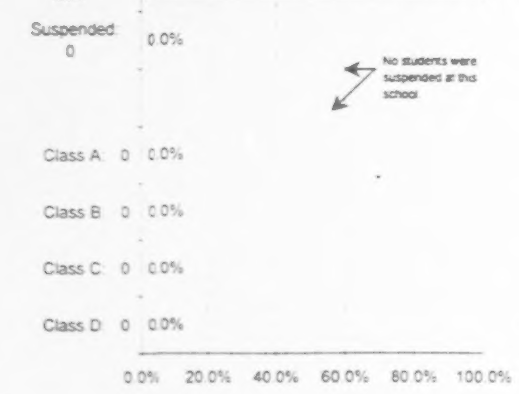
Survey conducted in school year ending 1998

Student Conduct

Attendance and Absences

School Year			**State Standard**
1995-96	1996-97	1997-98	
Average Daily Attendance: % (higher is better)			
94.8%	95.6%	94.6%	95.0%
Average Daily Absences: in days (lower is better)			
9.2	7.7	9.6	9

School Suspensions, School Year Ending 1998

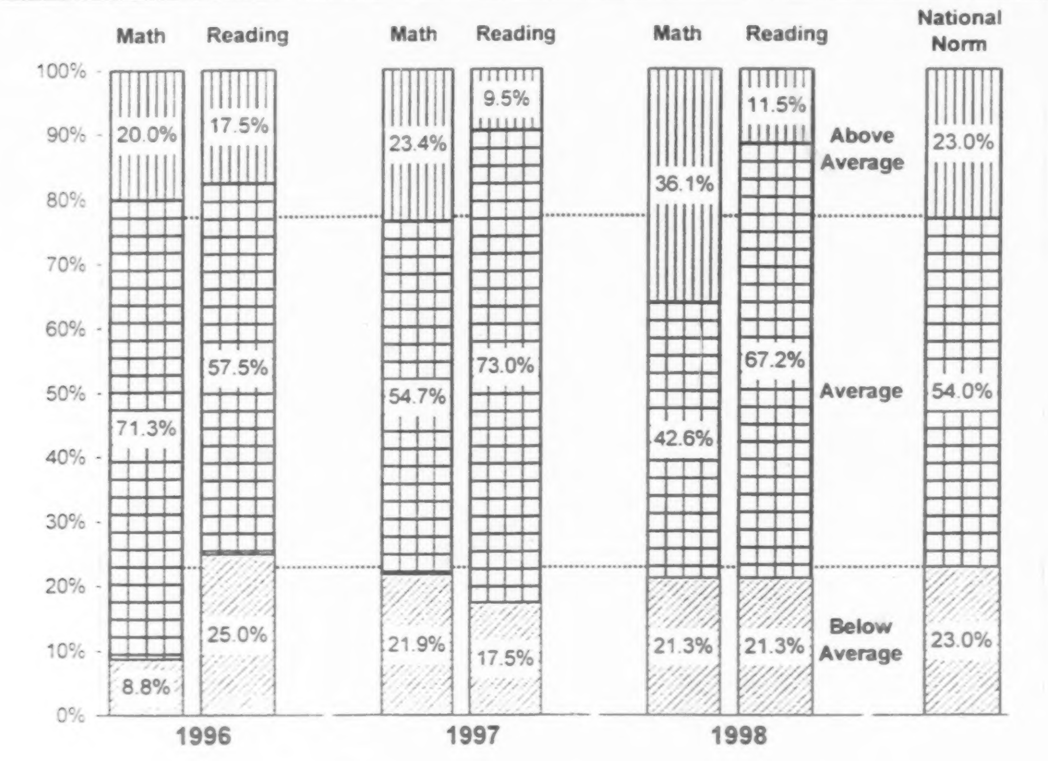


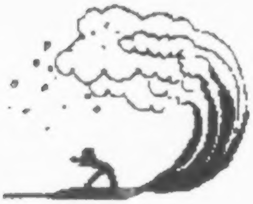
Examples of class of suspension	
	Class A: Burglary, robbery, sale of dangerous drugs
	Class B: Disorderly conduct, trespassing
	Class C: Class cutting, insubordination, smoking
	Class D: Contraband (e.g. possession of tobacco)

Outcomes: Vital Signs

Statewide Testing

Stanford Achievement Test Results: Grade 6





Fall 1998
Comprehensive Assessment and Accountability System
School Year 1997-98

Moanalua

Elementary School Grades K-6

School Status and Improvement Report

Content

Focus on School p. 1
School Description p. 1
Context: School Setting p. 2
- Student Profile
- Community

Process: School p. 3
Process: School p. 4
- Certified
- Facilities

Outcomes: Vital Signs pp. 5-6
- Effective School
- Student Conduct
- Statewide
- School

School Address:

Moanalua Elementary School
1337 Mahiole Street
Honolulu, HI 96819

Focus On School

To improve the quality of public schooling and the educational opportunities it affords to Hawai'i's children, we must have regular, understandable accounts of our schools' progress. This *School Status and Improvement Report* has been prepared as part of the Department's Comprehensive Assessment and Accountability System, and in accordance with **§302A-1004**, Hawai'i Revised Statutes, which requires systematic reports to the people about the performance of schools, individually and collectively.

This report includes a description of the school and provides information on the **context**, **process**, and **outcomes** of education at the school for the 1997-98 school year. **Context** information includes a profiling of the student population and school community. **Process** information describes the school's priorities, plans, and action for improvement and indicates the school's staffing levels and the quality and adequacy of facilities. **Outcome** information includes data on effective school practices, attendance, suspensions, standardized test results, and school completion (for high schools).

This report complements ***The Superintendent's Annual Report on School Performance and Improvement in Hawai'i***, which analyzes our schools collectively and in comparison to those of other states. Together, individual school reports and the summary *Superintendent's Report* describe our schools to help us judge them against our evolving State and national standards for school and school system performance.

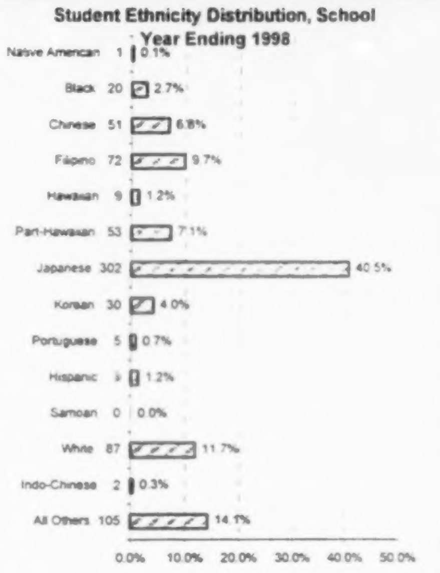
School Description

Moanalua can trace its origins to 1884 when it was a one-room building located nearby along the old Kamehameha Highway. It served as a recreational center for soldiers when World War II broke out in 1941. The present facility opened in 1961 adjacent to Moanalua Gardens between Fort Shafter and Tripler Regional Medical Center. The attendance area includes Moanalua Gardens, Moanalua Valley, Tripler military housing, and certain portions of the Salt Lake subdivision. In February 1997, approval was received from the Department of Education to implement School/Community-Based Management (SCBM). The SCBM Council is currently studying various educational issues. The school also is strongly supported by a very active Parent Teachers Association (PTA) which, among other activities, traditionally sponsors a community-wide Fun Fair in December. Some of the school's special student projects include peer mediation, chorus, student council, partnership activities with Tripler Hospital, and an upper grade strings orchestra.

Context: School Setting

Student Profile

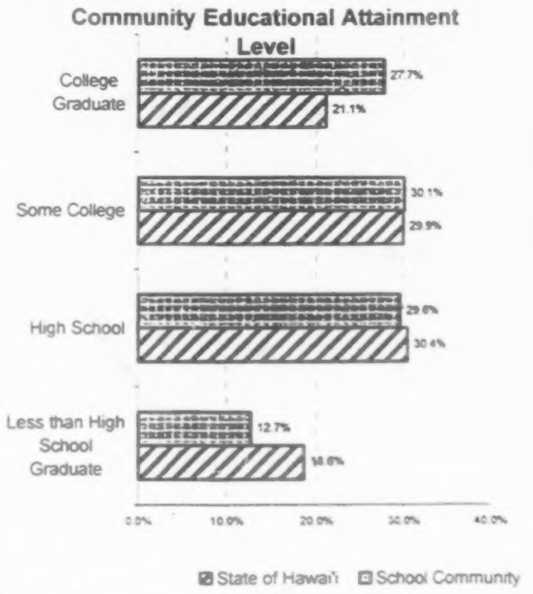
School year ending	*1996*	*1997*	*1998*
Fall enrollment	779	749	725
Number and percent of students enrolled for the entire school year	741	720	714
	95.1%	96.1%	98.5%
Number and percent of students receiving free or reduced-cost lunch	112	134	110
	14.4%	17.9%	15.2%
Number and percent of students in Special Education programs	17	18	22
	2.2%	2.4%	3.0%
Number and percent of students with limited English proficiency	9	7	14
	1.2%	0.9%	1.9%


Student Ethnicity Distribution, School Year Ending 1998

Community Profile **Based on the 1990 U.S. Census**

	School Community	State of Hawai'i
Average family size	2.9	3.6
Percent of households with school age children (4-19)	29.0%	31.8%
Median household income	$58,333	$38,829
Per capita income	$21,261	$15,770
Percent of households with Public Assistance income	2.5%	6.8%
Percent of children (3-19 years) below poverty level	0.9%	11.6%
Percent of children (4-19 years) who are at-risk*	0.0%	2.1%

*Children 4 to 19 years of age, who are not high school graduates, living with mother who is not a high school graduate, is single, divorced or separated, and is below the poverty level.


Community Educational Attainment Level

BEST COPY AVAILABLE

Process: School Priorities

Information about a school's performance is most useful if schoolwide priorities are first identified. This rank ordering of school improvement goals provides a concise and clear sketch of this school's School Improvement Plans over the past three years. A description of school improvement priorities and activities during the school year just completed is given below.

School Year Ending 1996	#1	Staff Development
	#2	School Curriculum
	#3	Educational Technology
School Year Ending 1997	#1	Success Compact
	#2	Educational Technology
	#3	Staff Development
School Year Ending 1998	#1	School Renewal
	#2	Success Compact
	#3	Educational Technology

Priority 1: ***School Renewal***

Waiver days provided needed time for the school to continue transition to the Focus on Learning (FOL) process for school improvement. The leadership team, assisted by the state specialist and the School Renewal Specialist, guided the staff through initial steps. Data was collected for a student/school profile and teachers developed a draft of expectations for all students – the Expected Schoolwide Learning Results (ESLRs): students will be responsible, literate, collaborative, problem solvers, and contributing members of society. Curriculum areas and various school initiatives were analyzed regarding relevance to student needs and the extent to which they address the ESLRs. Teachers began to more clearly articulate the interrelationships between school efforts such as Success Compact, math and science improvements, technology, School-to-Work, Tribes, Asian and pacific Studies training (CTAPS), content and performance standards, student assessment, and the required curriculum content areas. The team also continued with planning for the next phases of the FOL process.

Priority 2: ***Success Compact***

The Third year of this initiative has focused on continued assistance to grade levels in integrated unit planning. All teachers attended fall district grade level workshops which provided guidance in using a more thorough framework for unit plans to ensure needed links between learning outcomes, learning experiences, and assessment. Teachers from two grade levels volunteered to work intensively with the district resource teacher to develop unit plan lessons which were implemented with students and served as demonstration models for other teachers. Be second semester grade levels completed units and obtained supplemental resource materials. Some teachers were able to test lessons in their classes, making follow-up adjustments as needed. Spring grade level workshops gave teachers the opportunity to share ideas and experiences among schools and to receive additional assistance on balanced reading strategies. As a result of Success Compact efforts, teachers have noted increased students abilities in word recognition, vocabulary, higher level thinking skills, and comprehension.

Priority 3: ***Educational Technology***

The staff continued building technology skills by completing schoolwide administrative and communication tasks through the computer network system such as e-mail, lunch count, staff bulletin, requisition for custodial work and supplies, library requests, and scheduling of activities and facilities use. Additional hardware and software were purchased to upgrade and increase capabilities. Teachers were provided further training in Hyper-Studio, ClarisWorks, web sites as resources, and the use of technology in accomplishing curriculum goals in the various content areas. Grade levels were given some assistance on the use of technology in their integrated unit plans. Student skills were built through computer class lessons and special projects. School-to-Work goals related to technology were developed and teachers participated in Moanalua Complex meetings regarding future multi-media project plans. As skill and comfort level increases, teachers are more confident about using technology as a tool to enhance the curriculum and student learning.

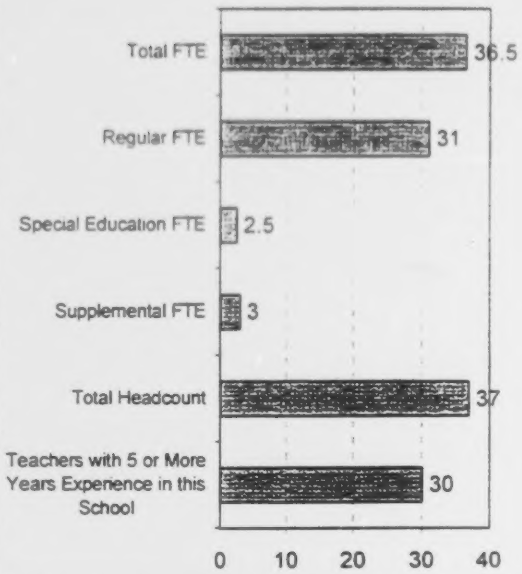
BEST COPY AVAILABLE

Process: School Resources

Certified Staff *School year ending 1998*

Teaching Staff	
Total Full-Time Equivalent (FTE)	36.5
Regular Instruction, FTE	31.0
Special Education, FTE	2.5
Supplemental Instruction, FTE	3.0
Total number of persons assigned to teaching.	37
Teachers with 5 or more years experience in this school	30
Teachers' average years of experience	20.1
Students per Teaching Staff Member	
Regular Instruction	20.7
Special Education	8.8
Administrative and Student Services Staff	
Administration*, FTE	2.0
Librarians, FTE	1.0
Counselors, FTE	2.0
Number of principals at this school in the last five years	2

Teacher Counts



* Administration includes Principals, Vice-Principals, Student Activity Coordinators, Registrars, and Athletic Directors

Facilities *School year ending 1998*

Classrooms available	36
Number of classrooms short (-) or over (+)	0

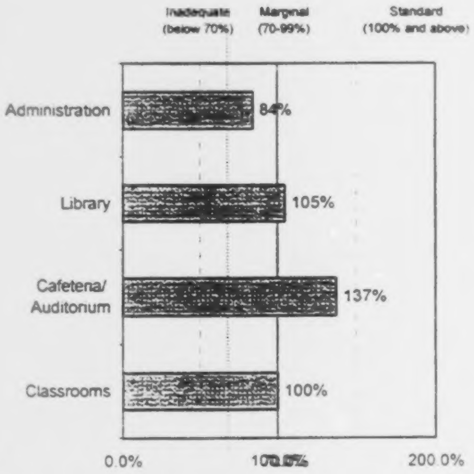
School facilities inspection results

	Score 1	Score 2	Score 3
Grounds			3
Building exterior		2	
Building interior			3
Equipment/Furnishings		2	
Health/Safety			3
Sanitation			3
Total		16	

For each category:
1 = Unacceptable, 2 = Satisfactory, 3 = Very Good

For Total:
6-8 = Unacceptable; 9-15 = Satisfactory; 16-18 = Very Good

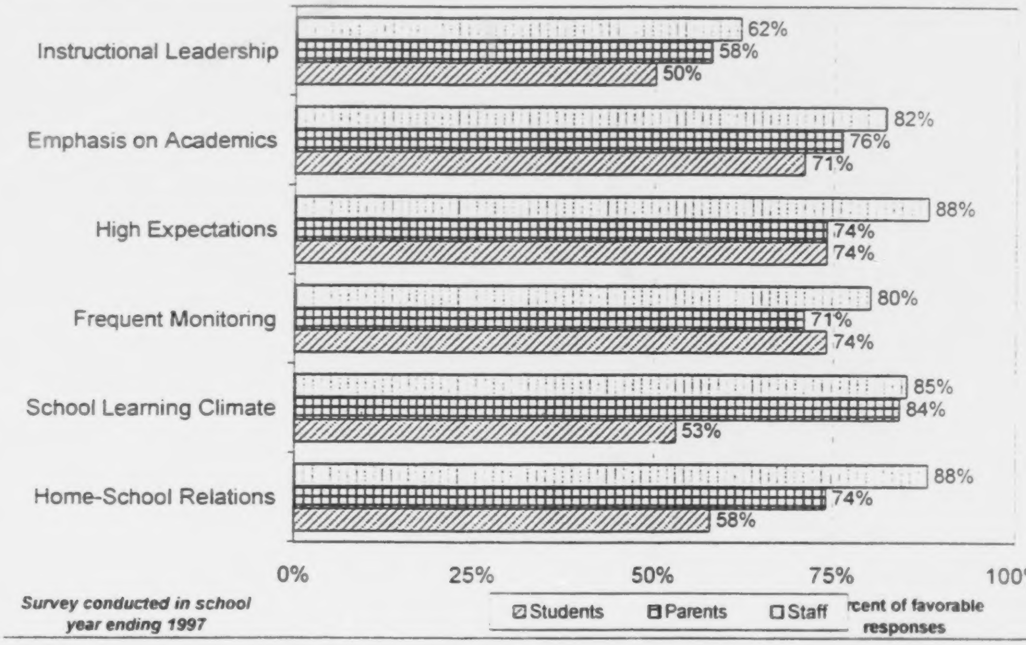
Adequacy of School's Space Compared with State Standards



Outcomes: Vital Signs

Effective School Practices

Effective Schools Survey



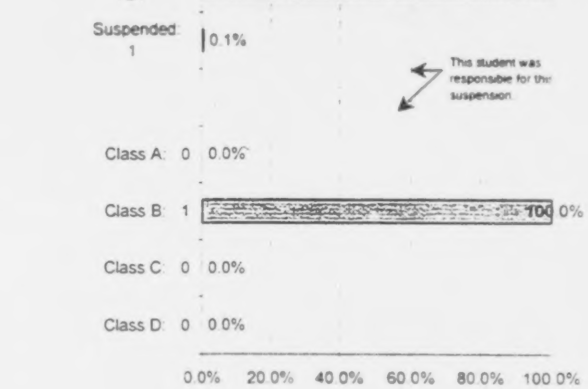
Survey conducted in school year ending 1997

Student Conduct

Attendance and Absences

	School Year			State Standard
	1995-96	1996-97	1997-98	
Average Daily Attendance: % (higher is better)	96.5%	96.7%	96.6%	95.0%
Average Daily Absences: in days (lower is better)	6.2	5.7	6	9

School Suspensions, School Year Ending 1998

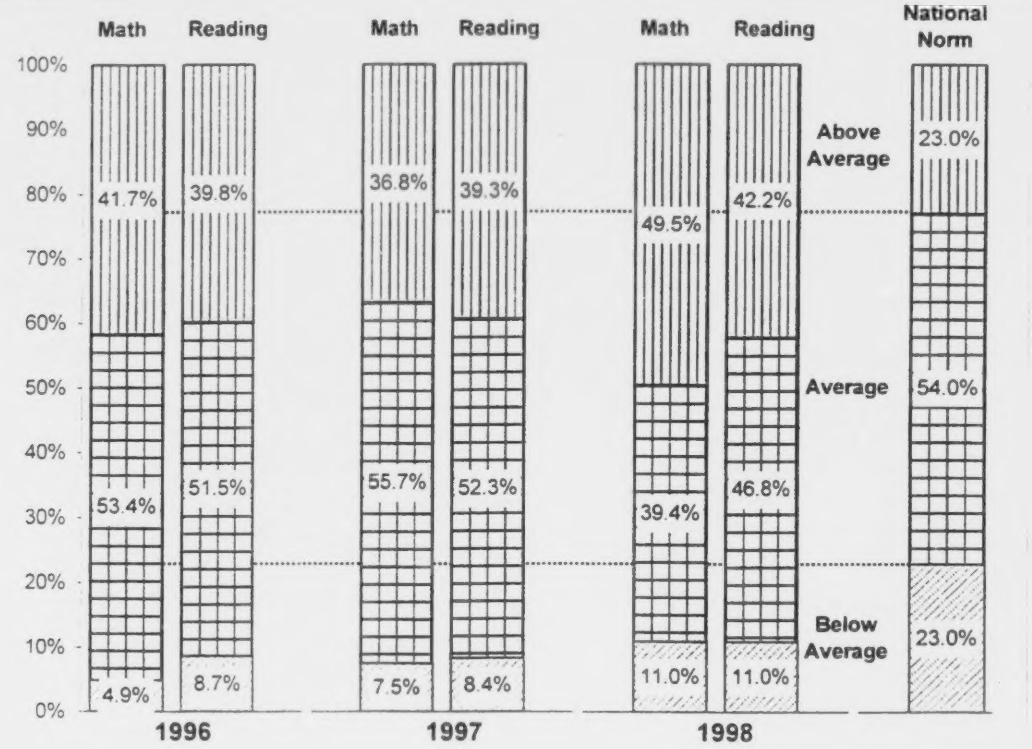


Examples of class of suspension:	
	Class A: Burglary, robbery, sale of dangerous drugs
	Class B: Disorderly conduct, trespassing
	Class C: Class cutting, insubordination, smoking
	Class D: Contraband (e.g. possession of tobacco)

Outcomes: Vital Signs

Statewide Testing

Stanford Achievement Test Results: Grade 6



Fall 1998
Comprehensive Assessment and Accountability System
School Year 1997-98

Wahiawa

Elementary School Grades K-6

School Status and Improvement Report

Content

- **Focus on School** p. 1
- **School Description** p. 1
- **Context: School Setting** p. 2
  - Student Profile
  - Community
- **Process: School** p. 3
- **Process: School** p. 4
  - Certified
  - Facilities
- **Outcomes: Vital Signs** pp. 5-6
  - Effective School
  - Student Conduct
  - Statewide
  - School

School Address:

Wahiawa Elementary School
1402 Glen Avenue
Wahiawa, HI 96786

Focus On School

To improve the quality of public schooling and the educational opportunities it affords to Hawai`i's children, we must have regular, understandable accounts of our schools' progress. This *School Status and Improvement Report* has been prepared as part of the Department's Comprehensive Assessment and Accountability System, and in accordance with **§302A-1004**, Hawai`i Revised Statutes, which requires systematic reports to the people about the performance of schools, individually and collectively.

This report includes a description of the school and provides information on the **context**, **process**, and **outcomes** of education at the school for the 1997-98 school year. **Context** information includes a profiling of the student population and school community. **Process** information describes the school's priorities, plans, and action for improvement and indicates the school's staffing levels and the quality and adequacy of facilities. **Outcome** information includes data on effective school practices, attendance, suspensions, standardized test results, and school completion (for high schools).

This report complements ***The Superintendent's Annual Report on School Performance and Improvement in Hawai`i***, which analyzes our schools collectively and in comparison to those of other states. Together, individual school reports and the summary *Superintendent's Report* describe our schools to help us judge them against our evolving State and national standards for school and school system performance

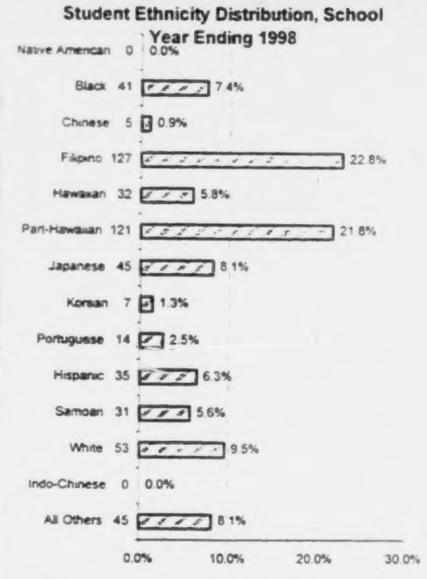
School Description

Wahiawa Elementary School serves students of varied ethnic and socio-economic background and a variety of special needs. The professional and personal attributes of the faculty and staff are highly commendable. Parents, the military and the Wahiawa community are very supportive, contributing greatly to the positive school climate. Wahiawa Elementary School is operating under School/Community-Based Management.

Context: School Setting

Student Profile

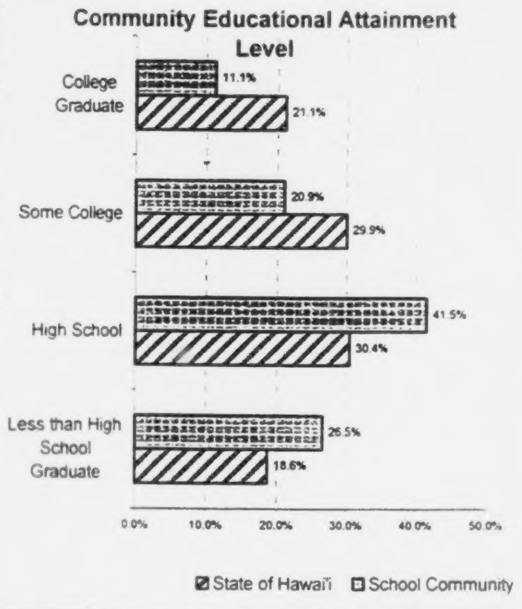
School year ending	*1996*	*1997*	*1998*
Fall enrollment	547	531	544
Number and percent of students enrolled for the entire school year	499 91.2%	480 90.4%	507 93.2%
Number and percent of students receiving free or reduced-cost lunch	337 61.6%	324 61.0%	419 77.0%
Number and percent of students in Special Education programs	70 12.8%	62 11.7%	63 11.6%
Number and percent of students with limited English proficiency	66 12.1%	59 11.1%	64 11.8%


Student Ethnicity Distribution, School Year Ending 1998

Community Profile *Based on the 1990 U.S. Census*

	School Community	State of Hawai'i
Average family size	3.4	3.6
Percent of households with school age children (4-19)	30.5%	31.8%
Median household income	$34,461	$38,829
Per capita income	$13,292	$15,770
Percent of households with Public Assistance income	12.0%	6.8%
Percent of children (3-19 years) below poverty level	26.5%	11.6%
Percent of children (4-19 years) who are at-risk*	1.1%	2.1%

*Children 4 to 19 years of age, who are not high school graduates, living with mother who is not a high school graduate, is single, divorced or separated, and is below the poverty level


Community Educational Attainment Level

BEST COPY AVAILABLE

Process: School Priorities

Information about a school's performance is most useful if schoolwide priorities are first identified. This rank ordering of school improvement goals provides a concise and clear sketch of this school's School Improvement Plans over the past three years. A description of school improvement priorities and activities during the school year just completed is given below.

School Year Ending 1996	#1	Title I Schoolwide Project
	#2	Student Achievement
	#3	Educational Technology
School Year Ending 1997	#1	Title I Schoolwide Project
	#2	Student Achievement
	#3	Educational Technology
School Year Ending 1998	#1	Student Achievement
	#2	Title I Schoolwide Project
	#3	Educational Technology

Priority 1: *Student Achievement*

Wahiawa Elementary School continued its modified year-round schedule for a second year. Continuing to work with Success Compact Strategies, grade levels utilized articulation sessions to complete unit planning in Language Arts and other areas. We have incorporated an alternative assessment instrument into our testing battery for grades 4 and 5 (CTB) and continue to use a modified Work Sampling System Reading Checklist to gather data for grades K-6. Staff members worked on aligning our science curriculum using Eisenhower Grant Funds. We have begun to involve ourselves in the complex School-To-Work initiatives and in developing an organized STW curriculum for grades K-6. School efforts are also being focused on implementation of the Focus on Learning (FOL) process for school improvement/student achievement.

Priority 2: *Title I Schoolwide Project*

In its 3rd year, Wahiawa Elementary School has continued to revise/refine its Title I Schoolwide Plan. Our articulation/relationship model has been utilized to facilitate grade level planning. We continue to explore alternative assessment possibilities, in addition to the tri-yearly use of our K-6 Reading Checklist and annual CTB tests for grades 4 and 5. As part of our Parental Involvement effort, the Title I staff, counselor, and community resource personnel have continued to refine and provide cycles of parenting issues/skills classes for interested parents who are also involved in working actively in their children's classrooms. The Book Nook mobile library has expanded to provide even more literacy materials and activities for parents to use with their children.

Priority 3: *Educational Technology*

Wahiawa Elementary School has finally expanded our local-area network (LAN) and wide-area network (WAN) to all of our classroom buildings by completing the necessary wiring to all classroom buildings using volunteer assistance (staff, teachers, parents, and community, including our Army partner).

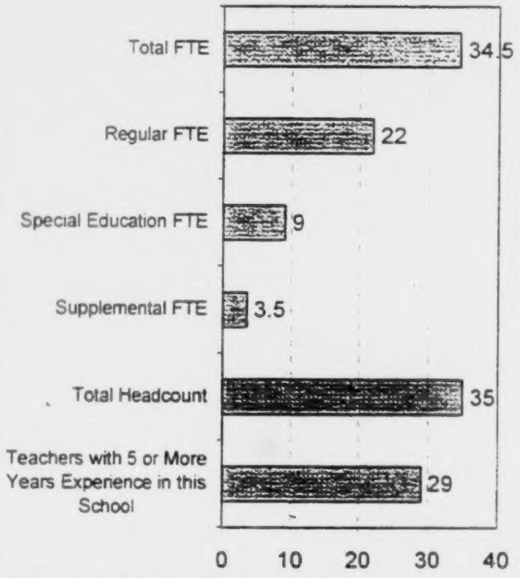
Our focus continues to be on the use of computers in all classrooms. We have added computers to our Special Education classrooms, and are adding to the number of computers in each classroom as funds become available. Our teachers take advantage of inservice opportunities in technology skills and computer applications as provided by our staff and by outside experts. Classes at all grade levels are using computers in their classrooms and in the lab to create projects and reports. Our 5th and 6th grade students study science and social studies via interactive television courses, and our students are also able to take part in activities of an interactive weather station system. Staff members this year also created a web page for our school.

Process: School Resources

Certified Staff *School year ending 1998*

Teaching Staff	
Total Full-Time Equivalent (FTE)	**34.5**
Regular Instruction, FTE	22.0
Special Education, FTE	9.0
Supplemental Instruction, FTE	3.5
Total number of persons assigned to teaching,	35
Teachers with 5 or more years experience in this school	29
Teachers' average years of experience	21.4
Students per Teaching Staff Member	
Regular Instruction	18.9
Special Education	7.0
Administrative and Student Services Staff	
Administration*, FTE	2.0
Librarians, FTE	1.0
Counselors, FTE	1.0
Number of principals at this school in the last five years	2

Teacher Counts



* Administration includes Principals, Vice-Principals, Student Activity Coordinators, Registrars, and Athletic Directors

Facilities *School year ending 1998*

Classrooms available	41
Number of classrooms short (-) or over (+)	4

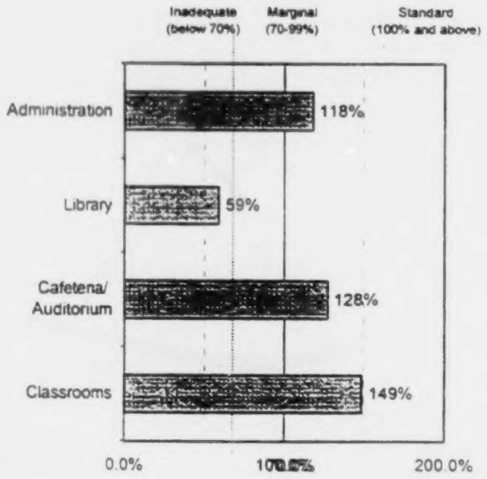
School facilities inspection results

	Score 1	Score 2	Score 3
Grounds			3
Building exterior			3
Building interior		2	
Equipment/Furnishings		2	
Health/Safety		2	
Sanitation			3
Total		15	

For each category:
1 = Unacceptable; 2 = Satisfactory; 3 = Very Good

For Total:
6-8 = Unacceptable; 9-15 = Satisfactory; 16-18 = Very Good

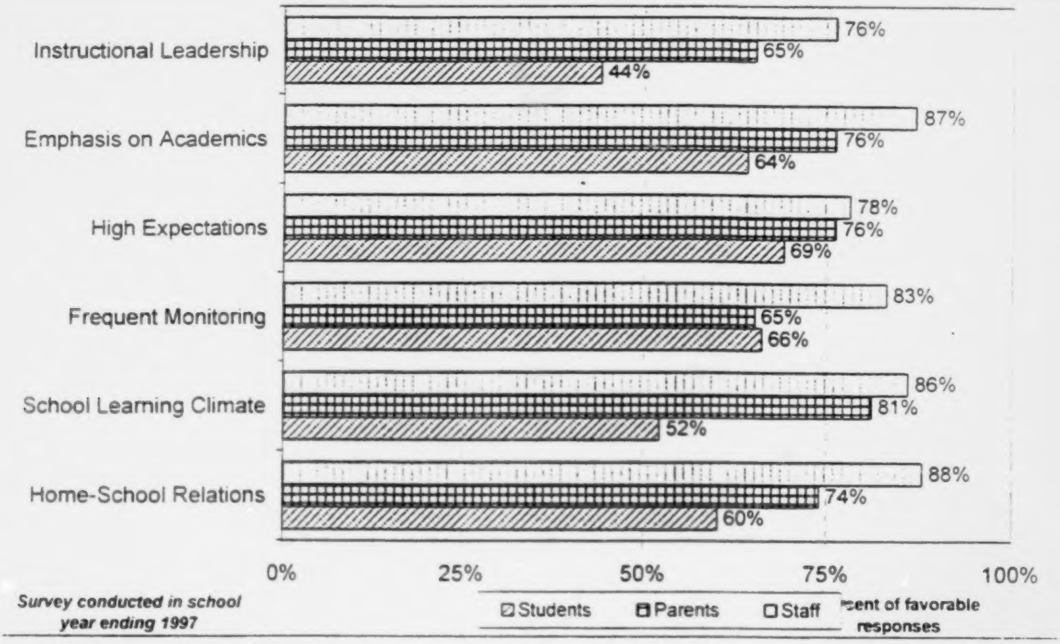
Adequacy of School's Space Compared with State Standards



Outcomes: Vital Signs

Effective School Practices

Effective Schools Survey



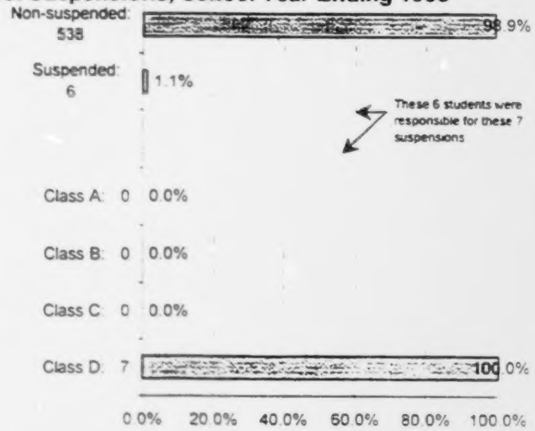
Survey conducted in school year ending 1997

Student Conduct

Attendance and Absences

School Year 1995-96	1996-97	1997-98	State Standard
Average Daily Attendance: % (higher is better)			
93.7%	94.3%	92.0%	95.0%
Average Daily Absences: in days (lower is better)			
11.1	10	14.2	9

School Suspensions, School Year Ending 1998



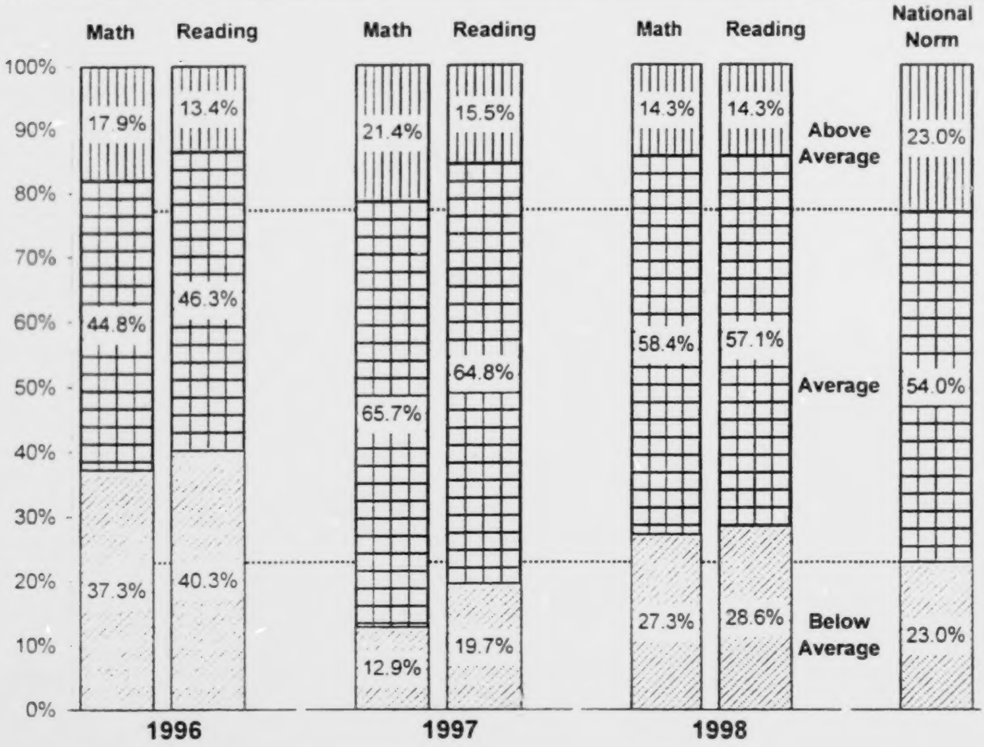
Examples of class of suspension	
	Class A: Burglary, robbery, sale of dangerous drugs
	Class B: Disorderly conduct, trespassing
	Class C: Class cutting, insubordination, smoking
	Class D: Contraband (e.g. possession of tobacco)

BEST COPY AVAILABLE

Outcomes: Vital Signs

Statewide Testing

Stanford Achievement Test Results: Grade 6



Fall 1998
Comprehensive Assessment and Accountability System
School Year 1997-98

Responsible Learners
Responsible Citizens
Mililani Uka Elementary
Working Together

Mililani Uka

Elementary School Grades K-6

School Status and Improvement Report

Content

Focus on School p. 1
School Description p. 1
Context: School Setting p. 2
- **Student Profile**
- **Community**

Process: School p. 3
Process: School p. 4
- **Certified**
- **Facilities**

Outcomes: Vital Signs pp. 5-6
- **Effective School**
- **Student Conduct**
- **Statewide**
- **School**

School Address:

Mililani Uka Elementary School
94-380 Kuahelani Avenue
Mililani, HI 96789

Focus On School

To improve the quality of public schooling and the educational opportunities it affords to Hawai'i's children, we must have regular, understandable accounts of our schools' progress. This *School Status and Improvement Report* has been prepared as part of the Department's Comprehensive Assessment and Accountability System, and in accordance with **§302A-1004**, Hawai'i Revised Statutes, which requires systematic reports to the people about the performance of schools, individually and collectively.

This report includes a description of the school and provides information on the **context**, **process**, and **outcomes** of education at the school for the 1997-98 school year. **Context** information includes a profiling of the student population and school community. **Process** information describes the school's priorities, plans, and action for improvement and indicates the school's staffing levels and the quality and adequacy of facilities. **Outcome** information includes data on effective school practices, attendance, suspensions, standardized test results, and school completion (for high schools).

This report complements ***The Superintendent's Annual Report on School Performance and Improvement in Hawai'i***, which analyzes our schools collectively and in comparison to those of other states. Together, individual school reports and the summary *Superintendent's Report* describe our schools to help us judge them against our evolving State and national standards for school and school system performance.

School Description

Established in 1974, Mililani-uka Elementary School is located in a predominantly middle class suburban community. Over 1,200 students are housed on two campuses, approximately 1/3 mile apart, separated by a major thoroughfare and park. Mililani-uka has a tradition of excellence (it was Hawai'i's Blue Ribbon elementary school in 1991-92), and its programs emphasize high academic standards, positive learning environment, and parental involvement. Fine arts, performing arts, and technology are infused into its curriculum. The Hui O'Mililani Uka (parent, teacher organization) is very active and provides funds to supplement the school budget. Mililani-uka Elementary School is operating under School/Community-Based Management.

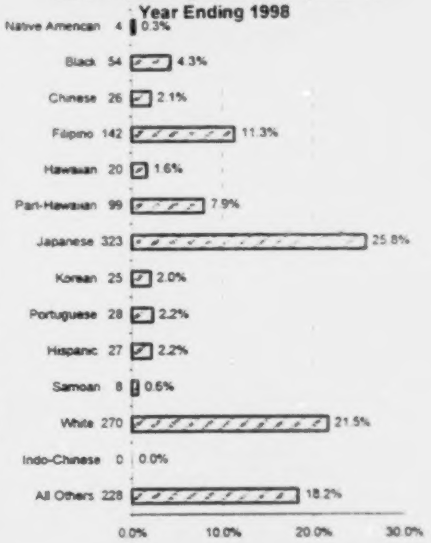
BEST COPY AVAILABLE

Context: School Setting

Student Profile

School year ending	*1996*	*1997*	*1998*
Fall enrollment	1244	1268	1255
Number and percent of students enrolled for the entire school year	1187 95.4%	1203 94.9%	1173 93.5%
Number and percent of students receiving free or reduced-cost lunch	170 13.7%	212 16.7%	235 18.7%
Number and percent of students in Special Education programs	57 4.6%	62 4.9%	75 6.0%
Number and percent of students with limited English proficiency	14 1.1%	15 1.2%	16 1.3%

Student Ethnicity Distribution, School Year Ending 1998

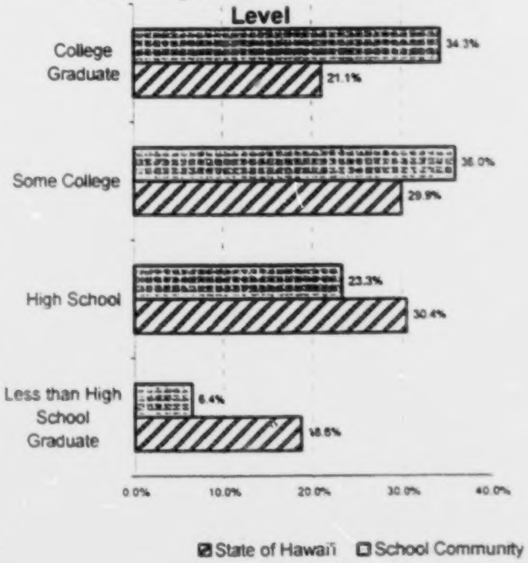


Community Profile *Based on the 1990 U.S. Census*

	School Community	State of Hawai'i
Average family size	3.1	3.6
Percent of households with school age children (4-19)	53.3%	31.8%
Median household income	$59,162	$38,829
Per capita income	$18,341	$15,770
Percent of households with Public Assistance income	1.6%	6.8%
Percent of children (3-19 years) below poverty level	0.6%	11.6%
Percent of children (4-19 years) who are at-risk*	0.0%	2.1%

*Children 4 to 19 years of age, who are not high school graduates living with mother who is not a high school graduate, is single, divorced or separated and is below the poverty level.

Community Educational Attainment Level



Process: School Priorities

Information about a school's performance is most useful if schoolwide priorities are first identified. This rank ordering of school improvement goals provides a concise and clear sketch of this school's School Improvement Plans over the past three years. A description of school improvement priorities and activities during the school year just completed is given below.

School Year Ending 1996	#1	Hawai'i Content and Performance Standards (Assessmen
	#2	Educational Technology
	#3	School Curriculum
School Year Ending 1997	#1	Hawai'i Content and Performance Standards (Assessmen
	#2	Educational Technology
	#3	School Curriculum
School Year Ending 1998	#1	Hawai'i Content and Performance Standards (Assessmen
	#2	School Curriculum
	#3	Educational Technology

Priority 1: *Hawai'i Content and Performance Standards (Assessment)*

In addition to the Standard Achievement Test, the faculty implements performance-based assessment in mathematics on all grade levels. The assessments are problem based, cumulative and require students to explain their thinking. Rubrics that describe the adequacy of student responses are used schoolwide. Students are assessed at least quarterly. Samples of superior, capable and limited responses are collected. The performance standards addressed by each problem assessed are identified. Thus the levels of proficiencies can be identified at each grade level through the exemplars of student responses.

Priority 2: *School Curriculum*

Throughout the curriculum, teachers' instructional strategies more frequently include complex problem based approaches that integrate subject areas and require hands-on application of concepts. Instructional strategies include cooperative learning, recent research on the brain and multiple intelligence, student self-assessment and the integration of technology as well. The faculty recently attended workshops in these areas. Additionally, students are learning to assess the quality of their own work through the application of rubrics that identify criteria for excellence. Teachers are drafting an articulated K-5 curriculum which outline expected student learning results for each grade level.

Priority 3: *Educational Technology*

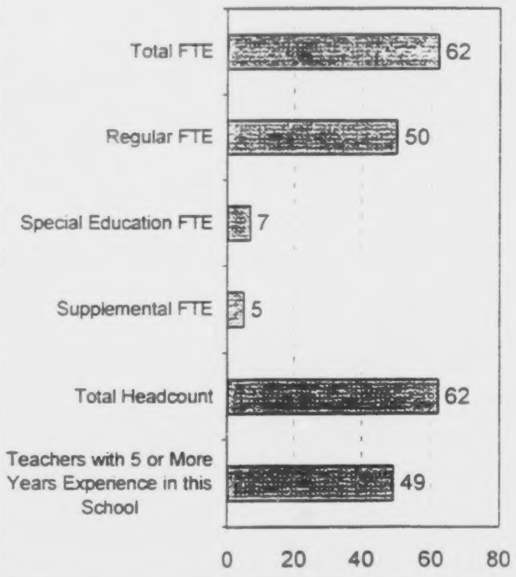
Internet access to the individual classrooms was the top priority of our three-year technology plan. Therefore, planning and installing our local area network was the focus for the 1996-97 school year. In 1997-98, ever classroom on the main campus was networked with six data connections along a fiber backbone; one video line which will enable our classrooms to receive better closed circuit broadcasts and later, with adaptations, to transmit student presentations from the classroom; and one telephone line which will eventually become as part of the Norstar telephone system currently used in the new administration building. Each classroom is already equipped with at least one multimedia computer with an ethernet connection and printer. Internet use policy is in place. Inservice training in internet basics were conducted for faculty members and individual classes with the emphasis in curriculum integration. All teachers have e-mail addresses. Electronic communication is rapidly becoming the vehicle for general communication. The Technology Committee drafted a K-5 three year plan and identified expected student application of technology. Staff development activities in technology is a focus area.

Process: School Resources

Certified Staff *School year ending 1998*

Teaching Staff	
Total Full-Time Equivalent (FTE)	62.0
Regular Instruction, FTE	50.0
Special Education, FTE	7.0
Supplemental Instruction, FTE	5.0
Total number of persons assigned to teaching	62
Teachers with 5 or more years experience in this school	49
Teachers' average years of experience	17.8
Students per Teaching Staff Member	
Regular Instruction	21.5
Special Education	10.7
Administrative and Student Services Staff	
Administration*, FTE	3.0
Librarians, FTE	1.0
Counselors, FTE	3.0
Number of principals at this school in the last five years	2

Teacher Counts



* Administration includes Principals, Vice-Principals, Student Activity Coordinators, Registrars, and Athletic Directors

Facilities *School year ending 1998*

Classrooms available	50
Number of classrooms short (-) or over (+)	-8

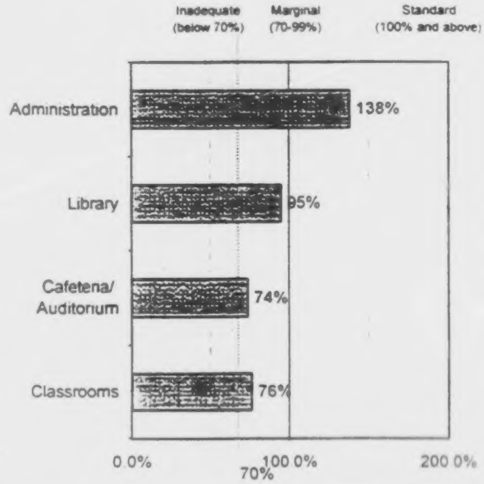
School facilities inspection results

	Score 1	Score 2	Score 3
Grounds		2	
Building exterior		2	
Building interior		2	
Equipment/Furnishings		2	
Health/Safety		2	
Sanitation		2	
Total		12	

For each category:
1 = Unacceptable; 2 = Satisfactory; 3 = Very Good

For Total:
6-8 = Unacceptable; 9-15 = Satisfactory; 16-18 = Very Good

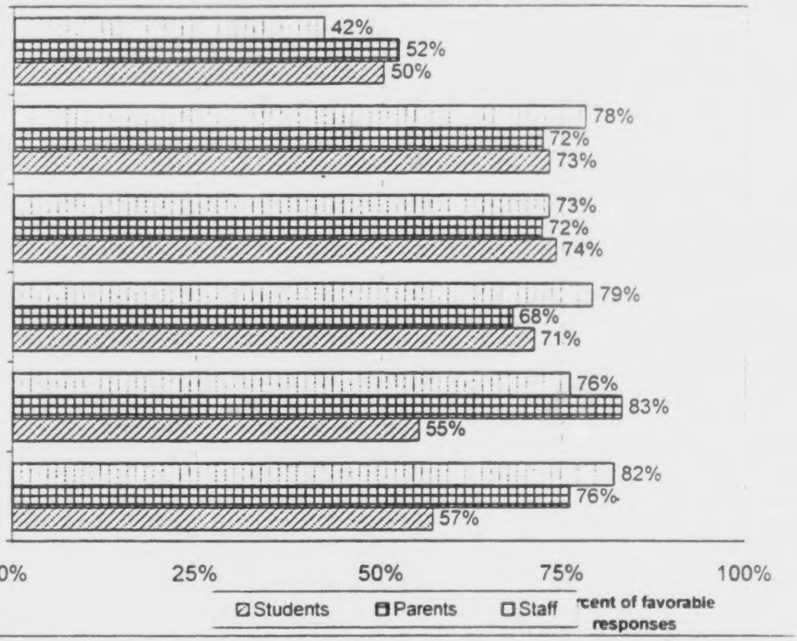
Adequacy of School's Space Compared with State Standards



Outcomes: Vital Signs

Effective School Practices

Effective Schools Survey



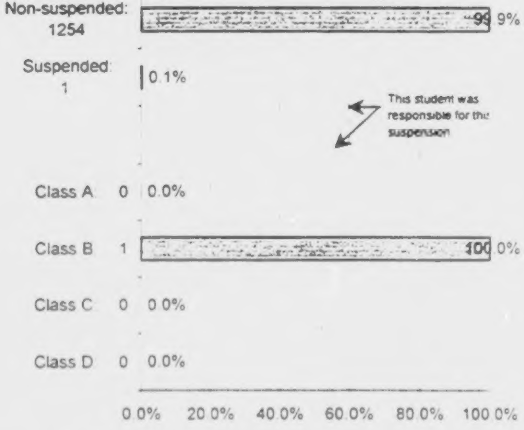
Survey conducted in school year ending 1997

Student Conduct

Attendance and Absences

	School Year			State Standard
	1995-96	1996-97	1997-98	
Average Daily Attendance: % (higher is better)	95.6%	95.8%	95.9%	95.0%
Average Daily Absences: in days (lower is better)	7.7	7.2	7.1	9

School Suspensions, School Year Ending 1998



Examples of class of suspension:

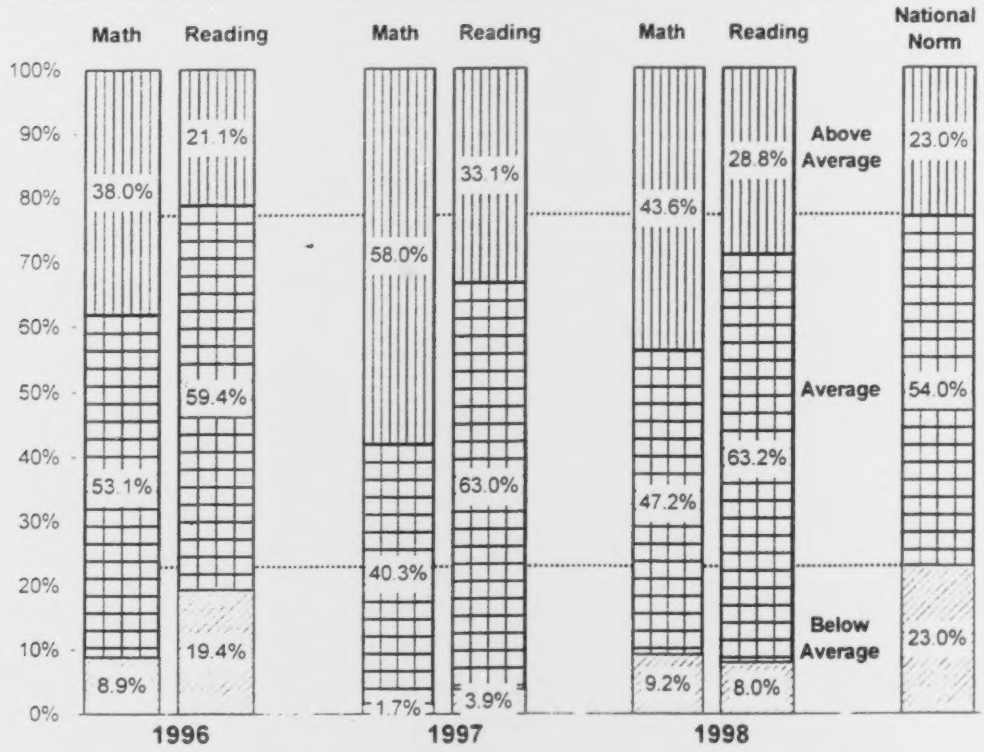
Class A: Burglary, robbery, sale of dangerous drugs
Class B: Disorderly conduct, trespassing
Class C: Class cutting, insubordination, smoking
Class D: Contraband (e.g. possession of tobacco)

BEST COPY AVAILABLE

Outcomes: Vital Signs

Statewide Testing

Stanford Achievement Test Results: Grade 6



MAUKA LANI
MOUNTAIN LIONS

Fall 1998
Comprehensive Assessment and Accountability System
School Year 1997-98

Mauka Lani

Elementary School Grades K-6

School Status and Improvement Report

Content

Focus on School p. 1
School Description p. 1
Context: School Setting p. 2
- **Student Profile**
- **Community**

Process: School p. 3
Process: School p. 4
- **Certified**
- **Facilities**

Outcomes: Vital Signs pp. 5-6
- **Effective School**
- **Student Conduct**
- **Statewide**
- **School**

School Address:

Mauka Lani Elementary School
92-1300 Panana Street
Kapolei, HI 96707

Focus On School

To improve the quality of public schooling and the educational opportunities it affords to Hawai'i's children, we must have regular, understandable accounts of our schools' progress. This *School Status and Improvement Report* has been prepared as part of the Department's Comprehensive Assessment and Accountability System, and in accordance with **§302A-1004**, Hawai'i Revised Statutes, which requires systematic reports to the people about the performance of schools, individually and collectively.

This report includes a description of the school and provides information on the **context, process**, and **outcomes** of education at the school for the 1997-98 school year. **Context** information includes a profiling of the student population and school community. **Process** information describes the school's priorities, plans, and action for improvement and indicates the school's staffing levels and the quality and adequacy of facilities. **Outcome** information includes data on effective school practices, attendance, suspensions, standardized test results, and school completion (for high schools).

This report complements ***The Superintendent's Annual Report on School Performance and Improvement in Hawai'i***, which analyzes our schools collectively and in comparison to those of other states. Together, individual school reports and the summary *Superintendent's Report* describe our schools to help us judge them against our evolving State and national standards for school and school system performance.

School Description

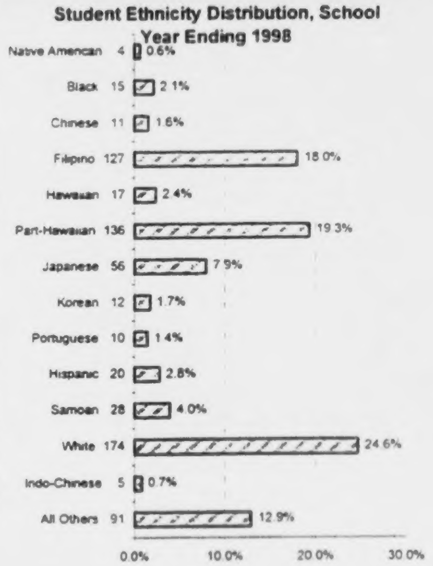
Mauka Lani Elementary School is located on the Makakilo hillside in the Leeward District. The fast-growing school has an enrollment of over 700 students in grades K-6. With strong support from an active school-community and a dedicated faculty and staff, Mauka Lani students strive toward the vision of becoming contributing members of society. Mauka Lani is operating under School/Community-Based Management.

BEST COPY AVAILABLE

Context: School Setting

Student Profile

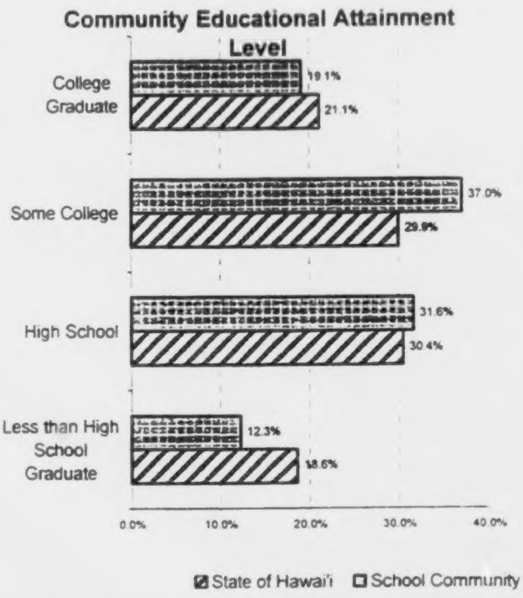
School year ending	*1996*	*1997*	*1998*
Fall enrollment	656	656	709
Number and percent of students enrolled for the entire school year	590	599	636
	89.9%	91.3%	89.7%
Number and percent of students receiving free or reduced-cost lunch	154	189	197
	23.5%	28.8%	27.8%
Number and percent of students in Special Education programs	24	19	34
	3.7%	2.9%	4.8%
Number and percent of students with limited English proficiency	18	25	30
	2.7%	3.8%	4.2%


Student Ethnicity Distribution, School Year Ending 1998

Community Profile *Based on the 1990 U.S. Census*

	School Community	State of Hawai'i
Average family size	3.0	3.6
Percent of households with school age children (4-19)	37.4%	31.8%
Median household income	$50,707	$38,829
Per capita income	$15,452	$15,770
Percent of households with Public Assistance income	4.2%	6.8%
Percent of children (3-19 years) below poverty level	2.4%	11.6%
Percent of children (4-19 years) who are at-risk*	2.6%	2.1%

*Children 4 to 19 years of age, who are not high school graduates living with mother who is not a high school graduate, is single, divorced or separated, and is below the poverty level


Community Educational Attainment Level

BEST COPY AVAILABLE

Process: School Priorities

Information about a school's performance is most useful if schoolwide priorities are first identified. This rank ordering of school improvement goals provides a concise and clear sketch of this school's School Improvement Plans over the past three years. A description of school improvement priorities and activities during the school year just completed is given below.

School Year Ending 1996	#1	Student Behavior
	#2	Parent Involvement/Community Relations
	#3	School/Community-Based Management
School Year Ending 1997	#1	Hawai'i Content and Performance Standards (Alignment)
	#2	Student Behavior
	#3	Educational Technology
School Year Ending 1998	#1	Student Achievement
	#2	School Curriculum
	#3	Parent Involvement/Community Relations

Priority 1: ***Student Achievement***

Priority 2: ***School Curriculum***

Priority 3: ***Parent Involvement/Community Relations***

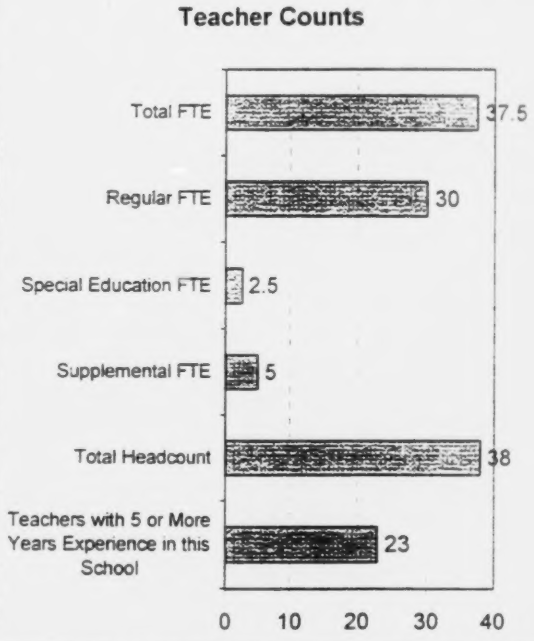
All three priorities are a part of Mauka Lani Elementary's total effort to facilitate student learning. Simultaneous focus on all three areas will support student achievement. All school staff will be involved in developing effective instructional strategies through staff development and classroom implementation. The curriculum focuses at Mauka Lani are literacy and math, with the use of technology as a tool for learning. All students will be responsible for their learning and achievements with help from teacher, parents, and other students. Our entire school-community is working to support all students in our focus areas.

Process: School Resources

Certified Staff *School year ending 1998*

Teaching Staff

Total Full-Time Equivalent (FTE)	37.5
Regular Instruction, FTE	30.0
Special Education, FTE	2.5
Supplemental Instruction, FTE	5.0
Total number of persons assigned to teaching	38
Teachers with 5 or more years experience in this school	23
Teachers' average years of experience	9.8
Students per Teaching Staff Member	
Regular Instruction	19.3
Special Education	13.6
Administrative and Student Services Staff	
Administration*, FTE	2.0
Librarians, FTE	1.0
Counselors, FTE	2.0
Number of principals at this school in the last five years	5



* Administration includes Principals, Vice-Principals, Student Activity Coordinators, Registrars, and Athletic Directors

Facilities *School year ending 1998*

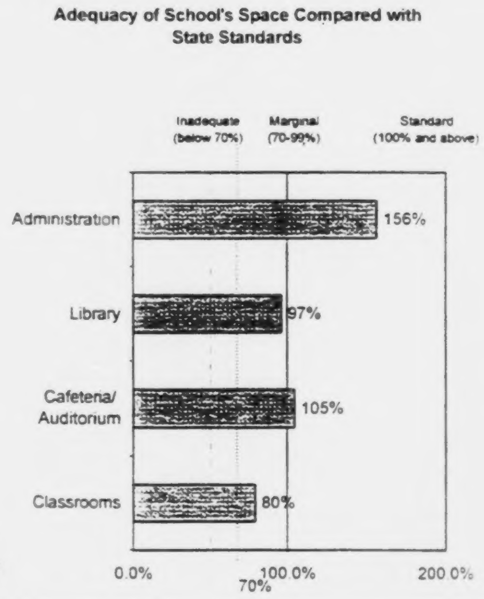
Classrooms available	29
Number of classrooms short (-) or over (+)	-4

School facilities inspection results

	Score 1	Score 2	Score 3
Grounds		2	
Building exterior		2	
Building interior		2	
Equipment/Furnishings		2	
Health/Safety		2	
Sanitation		2	
Total		12	

For each category:
1 = Unacceptable, 2 = Satisfactory, 3 = Very Good

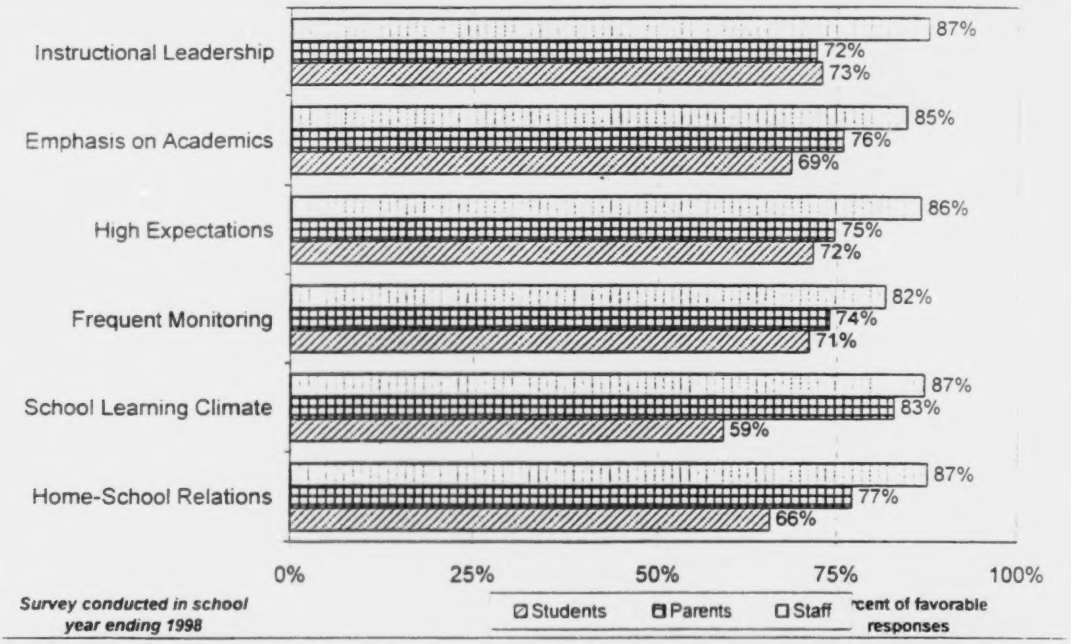
For Total:
6-8 = Unacceptable; 9-15 = Satisfactory; 16-18 = Very Good



Outcomes: Vital Signs

Effective School Practices

Effective Schools Survey



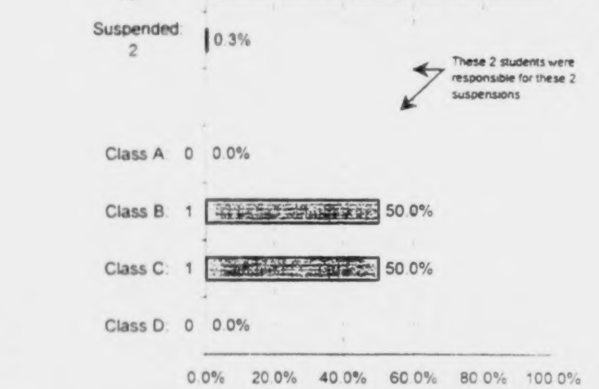
Survey conducted in school year ending 1998

Student Conduct

Attendance and Absences

School Year			State Standard
1995-96	1996-97	1997-98	
Average Daily Attendance: % (higher is better)			
95.3%	94.7%	94.5%	95.0%
Average Daily Absences: in days (lower is better)			
8.3	9.3	9.7	9

School Suspensions, School Year Ending 1998

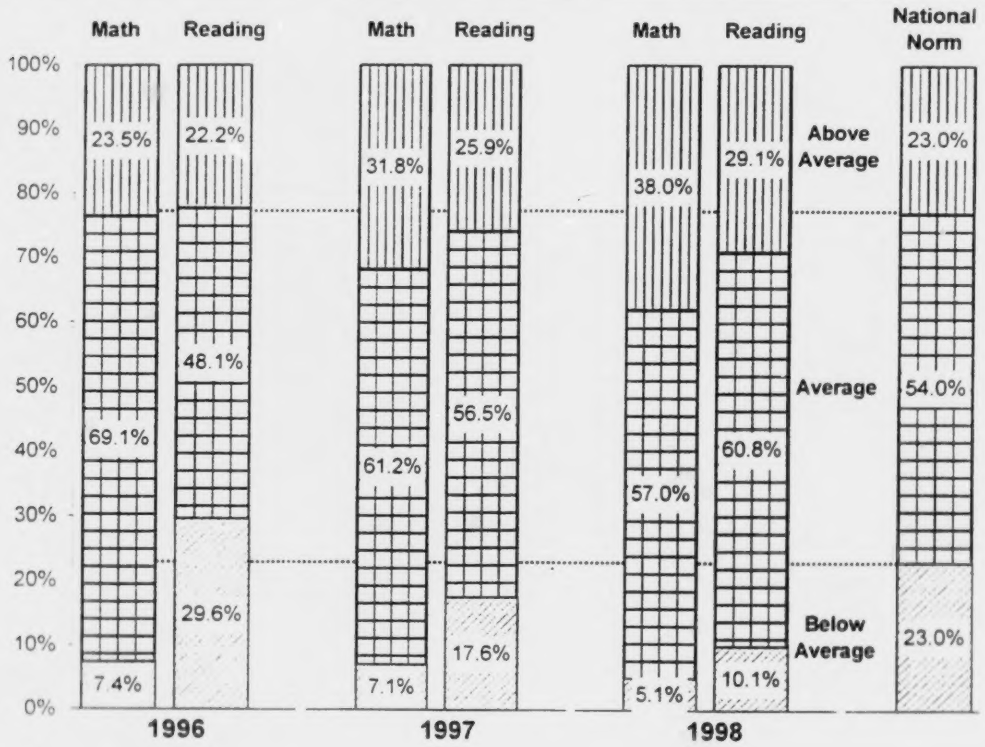


Examples of class of suspension	
	Class A: Burglary, robbery, sale of dangerous drugs
	Class B: Disorderly conduct, trespassing
	Class C: Class cutting, insubordination, smoking
	Class D: Contraband (e.g. possession of tobacco)

Outcomes: Vital Signs

Statewide Testing

Stanford Achievement Test Results: Grade 6



Fall 1998
Comprehensive Assessment and Accountability System
School Year 1997-98

Mililani Waena

Elementary School Grades K-6

School Status and Improvement Report

Content

Focus on School p. 1

School Description p. 1

Context: School Setting p. 2

- **Student Profile**
- **Community**

Process: School p. 3

Process: School p. 4

- **Certified**
- **Facilities**

Outcomes: Vital Signs pp. 5-6

- **Effective School**
- **Student Conduct**
- **Statewide**
- **School**

School Address:

Mililani Waena Elementary School
95-502 Kipapa Drive
Mililani, HI 96789

Focus On School

To improve the quality of public schooling and the educational opportunities it affords to Hawai'i's children, we must have regular, understandable accounts of our schools' progress. This *School Status and Improvement Report* has been prepared as part of the Department's Comprehensive Assessment and Accountability System, and in accordance with **§302A-1004**, Hawai'i Revised Statutes, which requires systematic reports to the people about the performance of schools, individually and collectively.

This report includes a description of the school and provides information on the **context**, **process**, and **outcomes** of education at the school for the 1997-98 school year. **Context** information includes a profiling of the student population and school community. **Process** information describes the school's priorities, plans, and action for improvement and indicates the school's staffing levels and the quality and adequacy of facilities. **Outcome** information includes data on effective school practices, attendance, suspensions, standardized test results, and school completion (for high schools).

This report complements ***The Superintendent's Annual Report on School Performance and Improvement in Hawai'i***, which analyzes our schools collectively and in comparison to those of other states. Together, individual school reports and the summary *Superintendent's Report* describe our schools to help us judge them against our evolving State and national standards for school and school system performance.

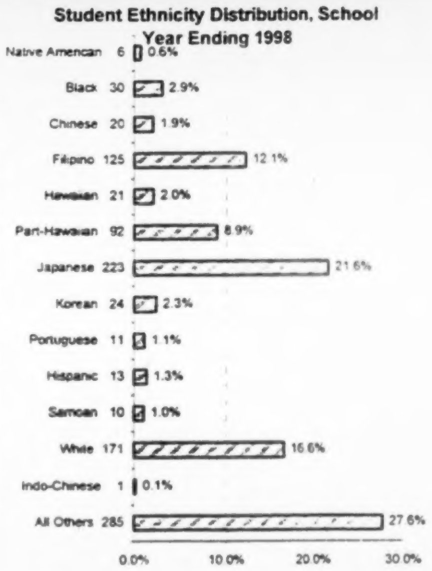
School Description

Mililani Waena Elementary School is one of five elementary schools in the Mililani Complex. It serves a multi-ethnic population with many children of Caucasian, Indo-Chinese, Japanese, and Filipino ancestry, and smaller numbers of children with Black, Chinese, Hawaiian, Korean, Samoan, or Portuguese background. The school's achievement focus is reflected in the high proportions of children scoring average or above on standardized achievement tests in reading and mathematics. Mililani Waena Elementary School is operating under School/Community-Based Management.

Context: School Setting

Student Profile

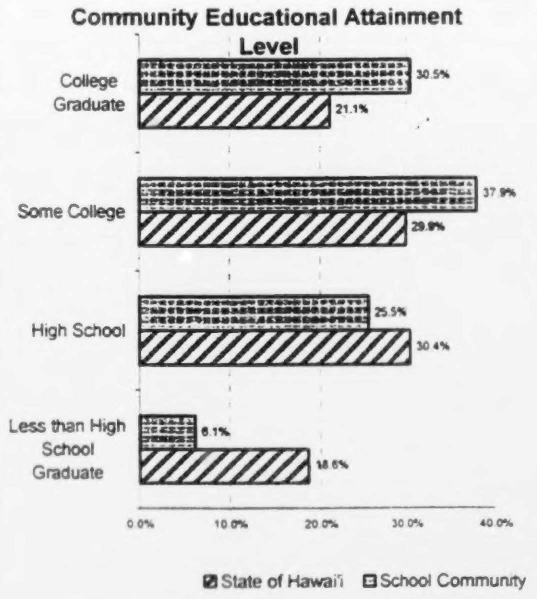
School year ending	*1996*	*1997*	*1998*
Fall enrollment	998	1011	1016
Number and percent of students enrolled for the entire school year	845	961	975
	84.7%	95.1%	96.0%
Number and percent of students receiving free or reduced-cost lunch	140	153	159
	14.0%	15.1%	15.6%
Number and percent of students in Special Education programs	49	57	59
	4.9%	5.6%	5.8%
Number and percent of students with limited English proficiency	20	24	20
	2.0%	2.4%	2.0%


Student Ethnicity Distribution, School Year Ending 1998

Community Profile *Based on the 1990 U.S. Census*

	School Community	State of Hawai'i
Average family size	3.1	3.6
Percent of households with school age children (4-19)	43.6%	31.8%
Median household income	$53,194	$38,829
Per capita income	$18,453	$15,770
Percent of households with Public Assistance income	1.7%	6.8%
Percent of children (3-19 years) below poverty level	3.0%	11.6%
Percent of children (4-19 years) who are at-risk*	0.9%	2.1%

*Children 4 to 19 years of age, who are not high school graduates, living with mother who is not a high school graduate, is single, divorced or separated, and is below the poverty level


Community Educational Attainment Level

Process: School Priorities

Information about a school's performance is most useful if schoolwide priorities are first identified. This rank ordering of school improvement goals provides a concise and clear sketch of this school's School Improvement Plans over the past three years. A description of school improvement priorities and activities during the school year just completed is given below.

School Year Ending 1996	#1	Hawai‘i Content and Performance Standards (Alignment)
	#2	School Curriculum
	#3	Staff Development
School Year Ending 1997	#1	Accreditation
	#2	School Curriculum
	#3	Staff Development
School Year Ending 1998	#1	Accreditation
	#2	School Curriculum
	#3	Staff Development

Priority 1: *Accreditation*

Focus on Learning

Mililani Waena continues to work through the FOL (Focus on Learning) process. The staff formed five focus groups--Leadership Team, Organization for Student Learning, Curriculum and Instruction, Support for Student Personal and Academic Growth, and Resource Management and Development. Together, the philosophy, vision, and mission statements will be rewritten to reflect the input from the total school community. As the school moves forward through FOL, action plans will be developed for each major content area--language arts, social studies, math and science--to determine next steps to insure that students are achieving.

Priority 2: *School Curriculum*

The curriculum at Mililani Waena is currently being restructured. Teachers continue to design and implement integrated theme-based curriculum units. Additionally, these units reflect an incorporation of Success Compact, Hawaii Content and Performance Standards (HCPS) and School to Work. The goal is to develop a K-6 continuum for all subject areas raising teaching strategies and students' expectation to higher order level of thinking and application.

Priority 3: *Staff Development*

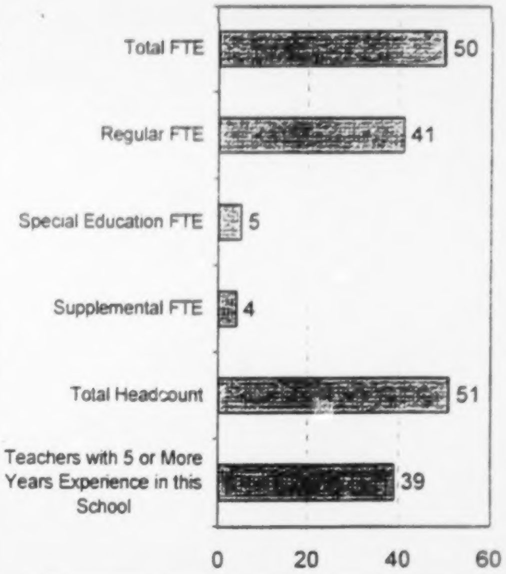
Mililani Waena Elementary School teachers are continuously upgrading their knowledge and skills to insure that current practices for effective teaching and learning are utilized. For school year 1997-98, monies were spent for inservice training in Success Compact, School to Work, TRIBES, and other technology workshops. As monies become available in 1998-99, effort to inservice teachers in the above areas will continue.

Process: School Resources

Certified Staff *School year ending 1998*

Teaching Staff	
Total Full-Time Equivalent (FTE)	50.0
Regular Instruction, FTE	41.0
Special Education, FTE	5.0
Supplemental Instruction, FTE	4.0
Total number of persons assigned to teaching,	51
Teachers with 5 or more years experience in this school	39
Teachers' average years of experience	18.1
Students per Teaching Staff Member	
Regular Instruction	21.3
Special Education	11.8
Administrative and Student Services Staff	
Administration*, FTE	2.0
Librarians, FTE	1.0
Counselors, FTE	1.0
Number of principals at this school in the last five years	1

Teacher Counts



* Administration includes Principals, Vice-Principals, Student Activity Coordinators, Registrars, and Athletic Directors

Facilities *School year ending 1998*

Classrooms available	44
Number of classrooms short (-) or over (+)	-4

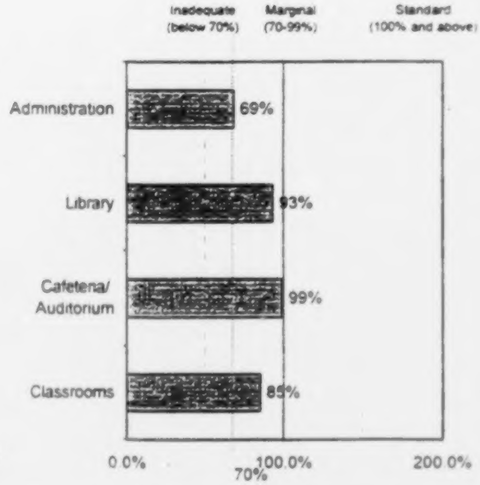
School facilities inspection results

	Score		
	1	2	3
Grounds		2	
Building exterior		2	
Building interior			3
Equipment/Furnishings		2	
Health/Safety			3
Sanitation			3
Total		15	

For each category:
1 = Unacceptable; 2 = Satisfactory; 3 = Very Good

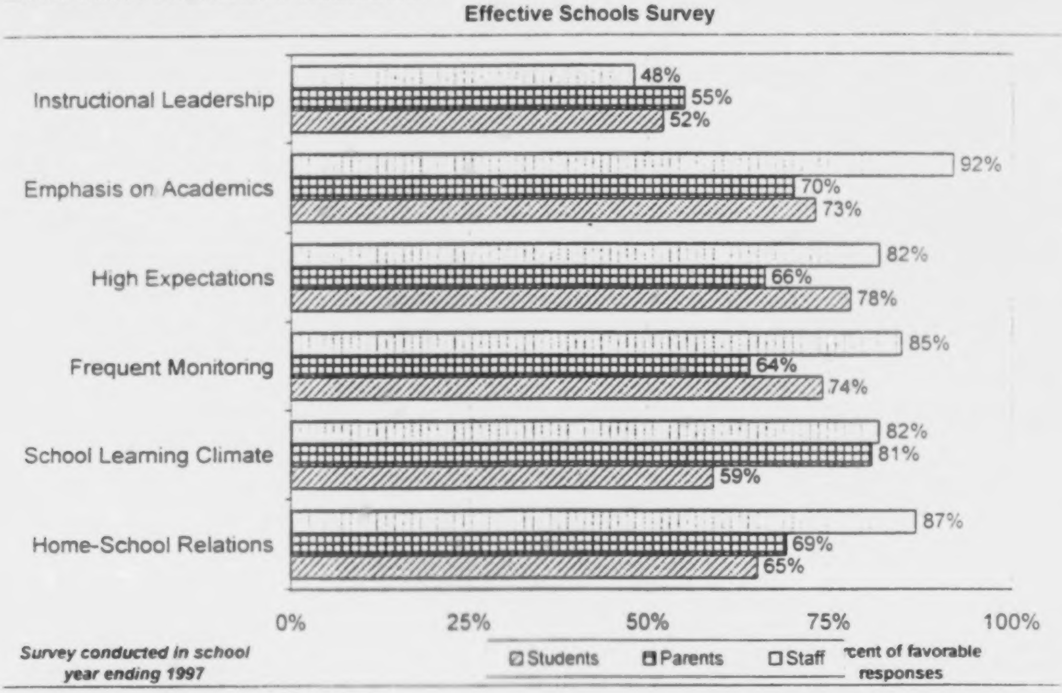
For Total:
6-8 = Unacceptable; 9-15 = Satisfactory; 16-18 = Very Good

Adequacy of School's Space Compared with State Standards



Outcomes: Vital Signs

Effective School Practices



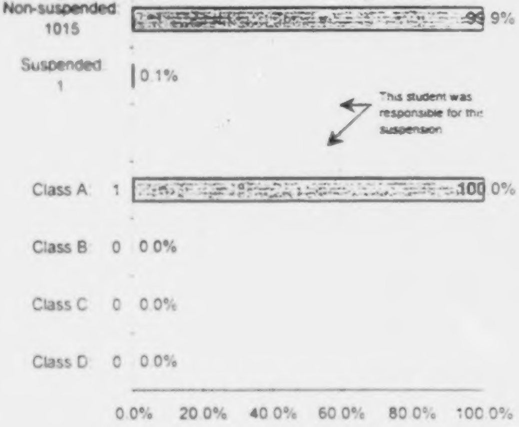
Survey conducted in school year ending 1997

Student Conduct

Attendance and Absences

School Year			**State Standard**
1995-96	1996-97	1997-98	
Average Daily Attendance: % (higher is better)			
96.0%	95.9%	96.0%	95.0%
Average Daily Absences: in days (lower is better)			
6.9	7	7.1	9

School Suspensions, School Year Ending 1998



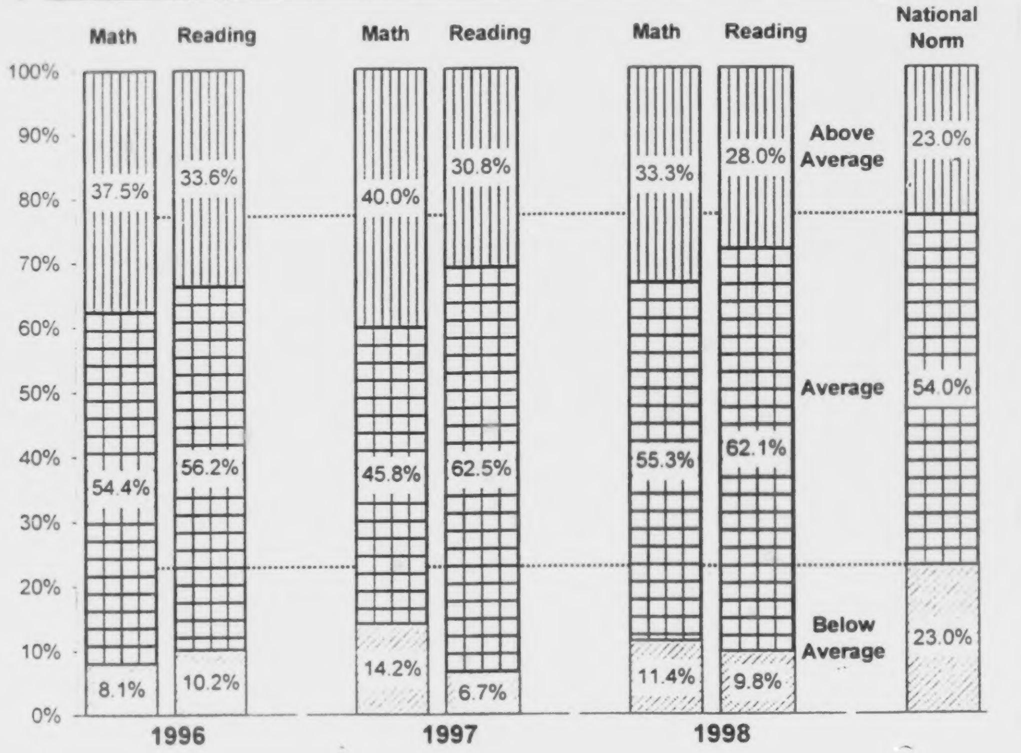
Examples of class of suspension:	Class A: Burglary, robbery, sale of dangerous drugs Class B: Disorderly conduct, trespassing Class C: Class cutting, insubordination, smoking Class D: Contraband (e.g. possession of tobacco)

BEST COPY AVAILABLE

Outcomes: Vital Signs

Statewide Testing

Stanford Achievement Test Results: Grade 6



[illegible]

Fall 1998
Comprehensive Assessment and Accountability System
School Year 1997-98

Alvah A.
Scott
Elementary School Grades K-6

School Status and Improvement Report

Content

Focus on School p. 1
School Description p. 1
Context: School Setting p. 2
- **Student Profile**
- **Community**

Process: School p. 3
Process: School p. 4
- **Certified**
- **Facilities**

Outcomes: Vital Signs pp. 5-6
- **Effective School**
- **Student Conduct**
- **Statewide**
- **School**

School Address:

Scott Elementary School
98-1230 Moanalua Road
Aiea, HI 96701

Focus On School

To improve the quality of public schooling and the educational opportunities it affords to Hawai'i's children, we must have regular, understandable accounts of our schools' progress. This *School Status and Improvement Report* has been prepared as part of the Department's Comprehensive Assessment and Accountability System, and in accordance with **§302A-1004**, Hawai'i Revised Statutes, which requires systematic reports to the people about the performance of schools, individually and collectively.

This report includes a description of the school and provides information on the **context**, **process**, and **outcomes** of education at the school for the 1997-98 school year. **Context** information includes a profiling of the student population and school community. **Process** information describes the school's priorities, plans, and action for improvement and indicates the school's staffing levels and the quality and adequacy of facilities. **Outcome** information includes data on effective school practices, attendance, suspensions, standardized test results, and school completion (for high schools).

This report complements ***The Superintendent's Annual Report on School Performance and Improvement in Hawai'i***, which analyzes our schools collectively and in comparison to those of other states. Together, individual school reports and the summary *Superintendent's Report* describe our schools to help us judge them against our evolving State and national standards for school and school system performance.

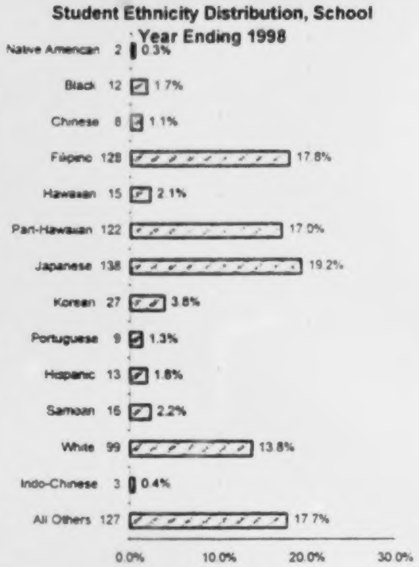
School Description

Scott School serves a multi-cultural, highly transient population of military dependent children. The school has an integrated reading program with a strong emphasis in literature. Scott School offers supplementary programs: computer education, language enrichment, music, and physical education. In sixth grade, the school has implemented learning technology with computers. Scott School also offers student government, Telecast News Team, and yearbook. Alvah A. Scott Elementary School is planning for School/Community-Based Management.

Context: School Setting

Student Profile

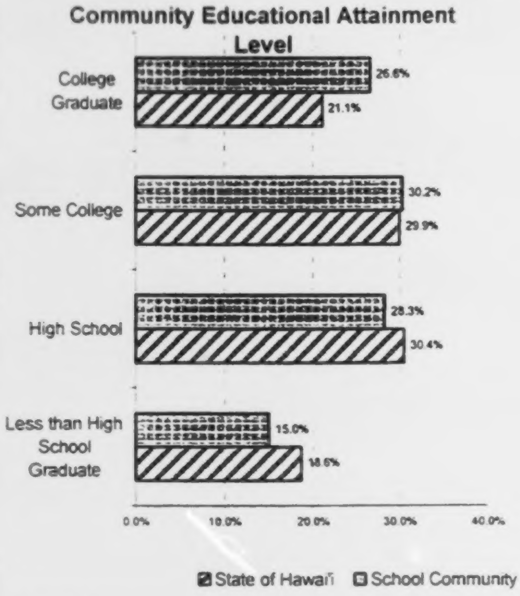
School year ending	*1996*	*1997*	*1998*
Fall enrollment	825	819	717
Number and percent of students enrolled for the entire school year	768	759	664
	93.1%	92.7%	92.6%
Number and percent of students receiving free or reduced-cost lunch	229	242	222
	27.8%	29.5%	31.0%
Number and percent of students in Special Education programs	28	46	44
	3.4%	5.6%	6.1%
Number and percent of students with limited English proficiency	23	30	31
	2.8%	3.7%	4.3%


Student Ethnicity Distribution, School Year Ending 1998

Community Profile *Based on the 1990 U.S. Census*

	School Community	State of Hawai'i
Average family size	3.0	3.6
Percent of households with school age children (4-19)	23.3%	31.8%
Median household income	$46,002	$38,829
Per capita income	$18,810	$15,770
Percent of households with Public Assistance income	3.6%	6.8%
Percent of children (3-19 years) below poverty level	4.4%	11.6%
Percent of children (4-19 years) who are at-risk*	3.0%	2.1%

*Children 4 to 19 years of age, who are not high school graduates, living with mother who is not a high school graduate, is single, divorced or separated, and is below the poverty level.


Community Educational Attainment Level

Process: School Priorities

Information about a school's performance is most useful if schoolwide priorities are first identified. This rank ordering of school improvement goals provides a concise and clear sketch of this school's School Improvement Plans over the past three years. A description of school improvement priorities and activities during the school year just completed is given below.

School Year Ending 1996	#1	School Curriculum
	#2	Staff Development
	#3	Student Achievement
School Year Ending 1997	#1	Hawai'i Content and Performance Standards (Alignment)
	#2	Student Behavior
	#3	School to Work
School Year Ending 1998	#1	School to Work
	#2	Educational Technology
	#3	Hawai'i Content and Performance Standards (Alignment)

Priority 1: *School to Work*

- Participated in the Aiea Community School to Work Partnership-Building a Learning Community 1st Annual Statewide Technology in Education Conference in Honolulu.
- Applied for and received three School to Work mini grants totaling $2,800.
- Developed the Aiea Complex School to Work Standards and Strategies for grades K-6 which included content areas: Interpersonal, Intrapersonal Skills, Work Skills, and Consumerism.
- With a minigrant of $1,000 and support from Scott PTA, we opened the Scott Logo Store on campus. Our objective was to provide our students with an awareness of how a business is started and maintained while providing them with Scott logo items. Also, a Christmas craft fair, featuring items crafted by the students of Scott School, was held in the store in December.
- Aiea Complex "Believe You Can Fly" Fair at Aiea High School featured students from Scott and also our store.

Priority 2: *Educational Technology*

- Initiated a networking plan for Scott Elementary school which included the installation of the technology infracture scheduled for June 1998.
- Goals for the 1997-98 school year included:
    - ➢ Network and connect library circulation throughout the entire school.
    - ➢ Consolidate information on the server.
    - ➢ Set up a mini lab.
    - ➢ Explore the Information Super Highway (the Internet) accessible to all students.
    - ➢ Continue to have student/teacher inservicing activities.
    - ➢ Explore the use of disks, CD ROMS, and video tapes.
- Fundraiser to support technology allowed the school to purchase 5 additional Power Mac Intoshes with CD-ROM capabilities, and a printer for use in the library multi-media section and also in the computer lab.

Priority 3: *Hawaii Content and Performance Standards (Alignment)*

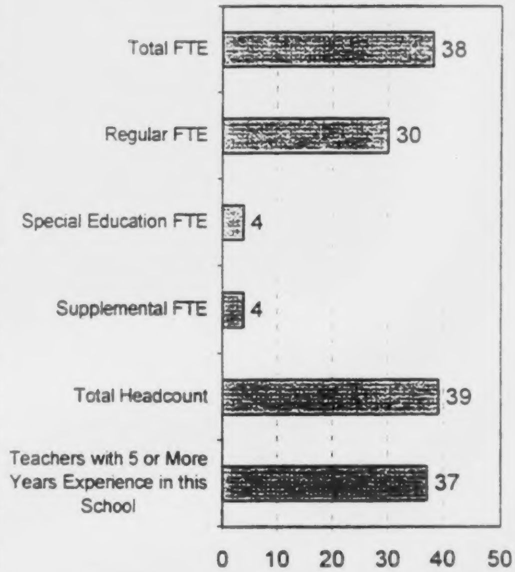
- Aligning and implementing the school's curriculum in accordance with the Hawaii Content and Performance Standards (HCPS)
- Continue to participate in major activities and products for the curriculum alignment which included conducting in-depth, systematic, disciplined reviews of HCPS for language arts, developing high quality school or classroom instructional modules (lessons, units, projects), and developing high quality school of classroom student assessments.

Process: School Resources

Certified Staff *School year ending 1998*

Teaching Staff	
Total Full-Time Equivalent (FTE)	38.0
Regular Instruction, FTE	30.0
Special Education, FTE	4.0
Supplemental Instruction, FTE	4.0
Total number of persons assigned to teaching.	39
Teachers with 5 or more years experience in this school	37
Teachers' average years of experience	17.1
Students per Teaching Staff Member	
Regular Instruction	19.8
Special Education	11.0
Administrative and Student Services Staff	
Administration*, FTE	2.0
Librarians, FTE	1.0
Counselors, FTE	2.0
Number of principals at this school in the last five years	2

Teacher Counts



* Administration includes Principals, Vice-Principals, Student Activity Coordinators, Registrars, and Athletic Directors

Facilities *School year ending 1998*

Classrooms available	42
Number of classrooms short (-) or over (+)	2

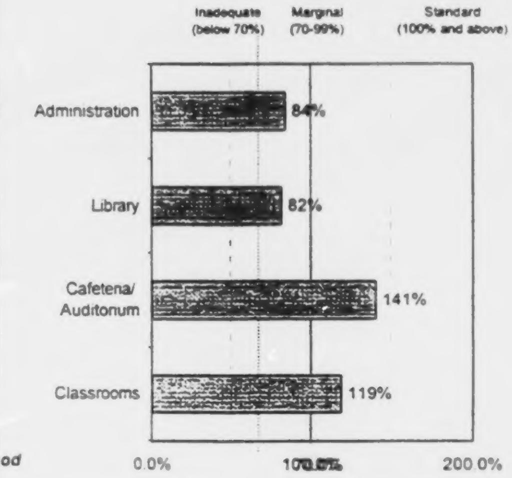
School facilities inspection results

	Score 1	2	3
Grounds		2	
Building exterior		2	
Building interior		2	
Equipment/Furnishings			3
Health/Safety		2	
Sanitation			3
Total		14	

For each category
1 = Unacceptable, 2 = Satisfactory, 3 = Very Good

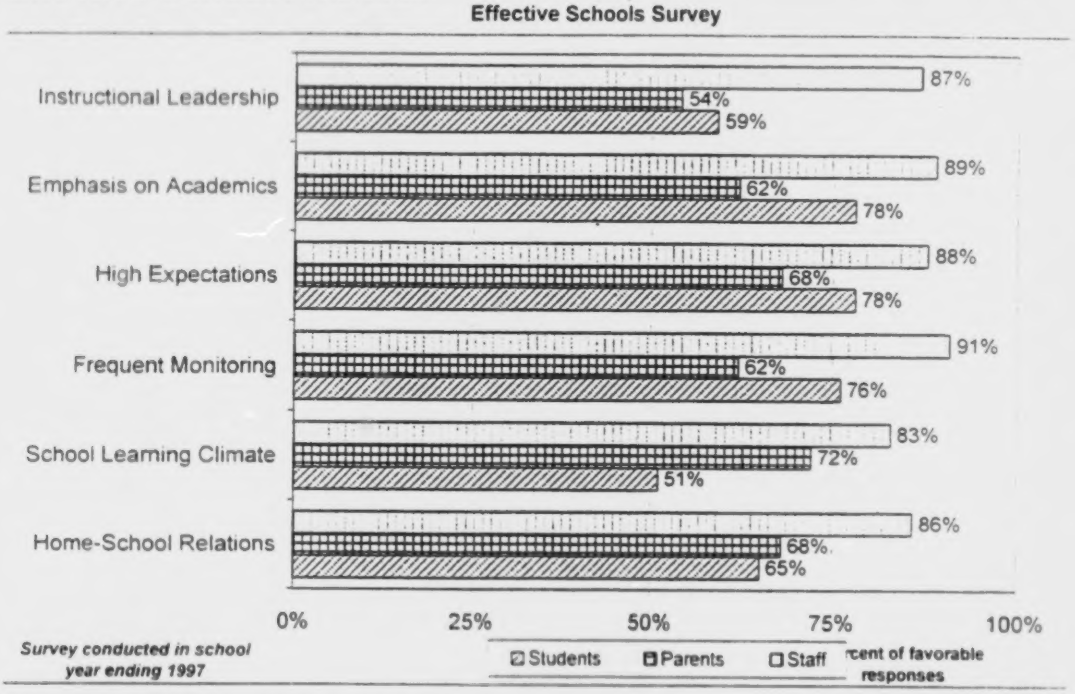
For Total:
6-8 = Unacceptable; 9-15 = Satisfactory; 16-18 = Very Good

Adequacy of School's Space Compared with State Standards



Outcomes: Vital Signs

Effective School Practices



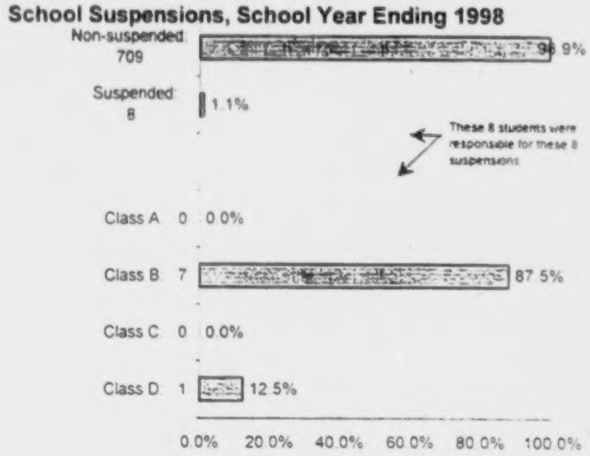
Effective Schools Survey

Survey conducted in school year ending 1997

Student Conduct

Attendance and Absences

	School Year 1995-96	1996-97	1997-98	State Standard
Average Daily Attendance: % (higher is better)	95.1%	94.9%	94.8%	95.0%
Average Daily Absences: in days (lower is better)	8.6	8.9	9.2	9



School Suspensions, School Year Ending 1998

These 8 students were responsible for these 8 suspensions

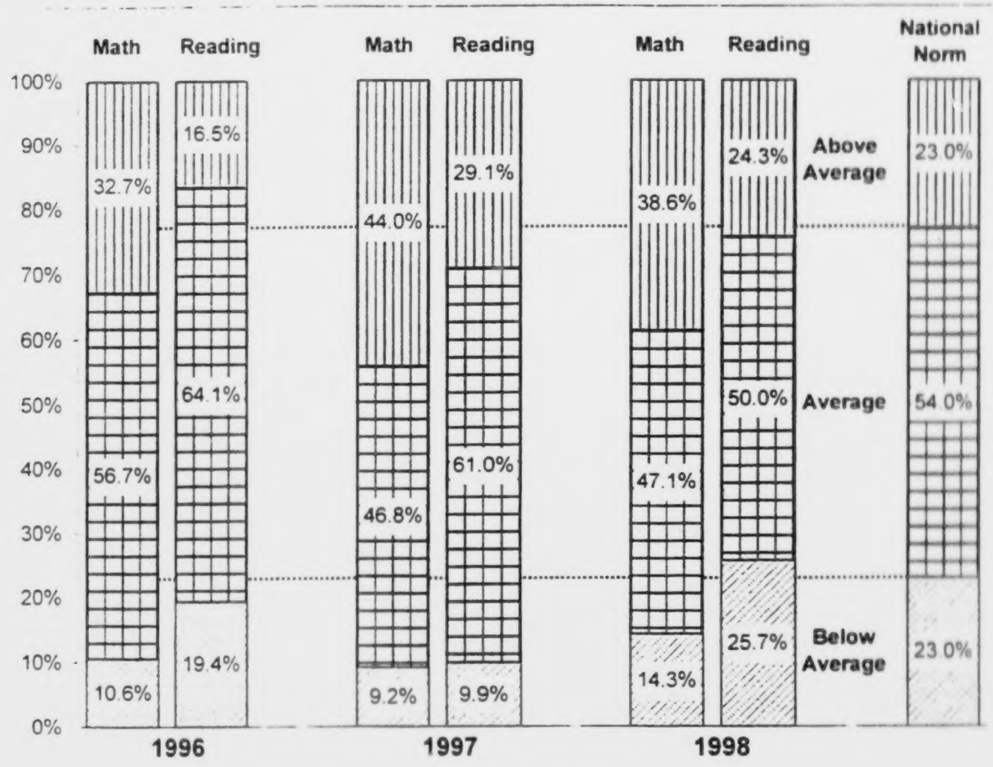
Examples of class of suspension	
	Class A: Burglary, robbery, sale of dangerous drugs
	Class B: Disorderly conduct, trespassing
	Class C: Class cutting, insubordination, smoking
	Class D: Contraband (e.g. possession of tobacco)

BEST COPY AVAILABLE

Outcomes: Vital Signs

Statewide Testing

Stanford Achievement Test Results: Grade 6



Fall 1998
Comprehensive Assessment and Accountability System
School Year 1997-98

Kekaha

Elementary School Grades K-6

School Status and Improvement Report

Content

Focus on School p. 1

School Description p. 1

Context: School Setting p. 2

- **Student Profile**
- **Community**

Process: School p. 3

Process: School p. 4

- **Certified**
- **Facilities**

Outcomes: Vital Signs pp. 5-6

- **Effective School**
- **Student Conduct**
- **Statewide**
- **School**

School Address:

Kekaha Elementary School
P.O. Box 580
Kekaha, HI 96752

Focus On School

To improve the quality of public schooling and the educational opportunities it affords to Hawai`i's children, we must have regular, understandable accounts of our schools' progress. This *School Status and Improvement Report* has been prepared as part of the Department's Comprehensive Assessment and Accountability System, and in accordance with **§302A-1004**, Hawai`i Revised Statutes, which requires systematic reports to the people about the performance of schools, individually and collectively.

This report includes a description of the school and provides information on the **context, process**, and **outcomes** of education at the school for the 1997-98 school year. **Context** information includes a profiling of the student population and school community. **Process** information describes the school's priorities, plans, and action for improvement and indicates the school's staffing levels and the quality and adequacy of facilities. **Outcome** information includes data on effective school practices, attendance, suspensions, standardized test results, and school completion (for high schools).

This report complements ***The Superintendent's Annual Report on School Performance and Improvement in Hawai`i***, which analyzes our schools collectively and in comparison to those of other states. Together, individual school reports and the summary *Superintendent's Report* describe our schools to help us judge them against our evolving State and national standards for school and school system performance.

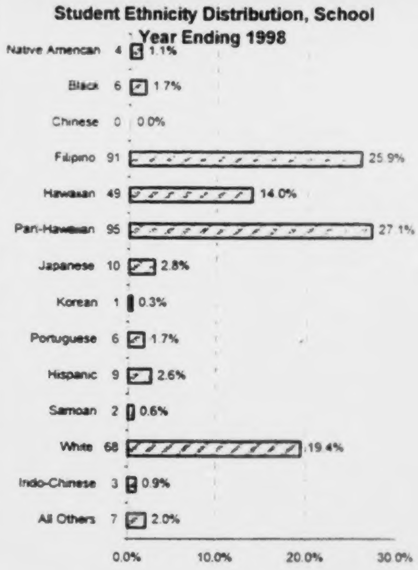
School Description

Kekaha is a rural plantation community that serves civilian and military families from Barking Sands and Kokee and workers in the tourist industry. Established in 1888, Kekaha School is set on 7.2 acres, 2 blocks north of the ocean on Kekaha Road. Kekaha Elementary School is operating under School/Community-Based Management.
Principal was nominated as Kauai Elementary Principal 97-98. Past 5 years school received $345,000 in federal and state grants. 30% of students in grades 4-6, earn academic scholar recognition (Principal List, Honor Roll, Honorable Mention). By grade 4, 90% of students are reading at grade level using the Qualitative Reading Inventory.

Context: School Setting

Student Profile

School year ending	*1996*	*1997*	*1998*
Fall enrollment	374	346	354
Number and percent of students enrolled for the entire school year	351	322	321
	93.9%	93.1%	90.7%
Number and percent of students receiving free or reduced-cost lunch	222	222	213
	59.4%	64.2%	60.2%
Number and percent of students in Special Education programs	25	28	38
	6.7%	8.1%	10.7%
Number and percent of students with limited English proficiency	63	60	73
	16.8%	17.3%	20.6%

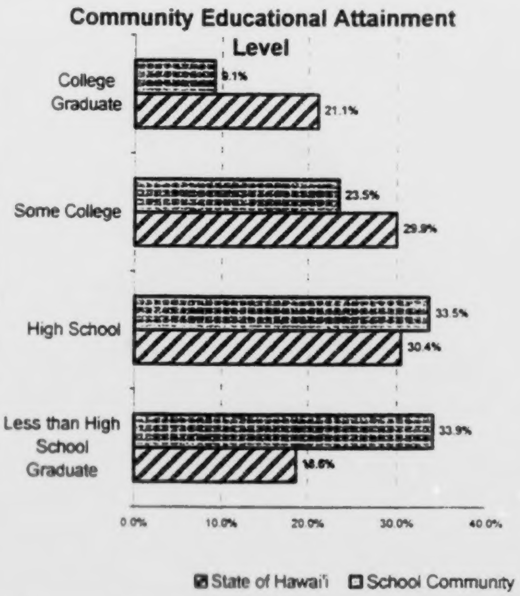


Student Ethnicity Distribution, School Year Ending 1998

Community Profile *Based on the 1990 U.S. Census*

	School Community	State of Hawai'i
Average family size	3.3	3.6
Percent of households with school age children (4-19)	43.2%	31.8%
Median household income	$33,791	$38,829
Per capita income	$12,650	$15,770
Percent of households with Public Assistance income	8.1%	6.8%
Percent of children (3-19 years) below poverty level	17.6%	11.6%
Percent of children (4-19 years) who are at-risk*	1.1%	2.1%

*Children 4 to 19 years of age, who are not high school graduates living with mother who is not a high school graduate, is single divorced or separated, and is below the poverty level



Community Educational Attainment Level

Process: School Priorities

Information about a school's performance is most useful if schoolwide priorities are first identified. This rank ordering of school improvement goals provides a concise and clear sketch of this school's School Improvement Plans over the past three years. A description of school improvement priorities and activities during the school year just completed is given below.

School Year Ending 1996	#1	School Curriculum
	#2	Staff Development
	#3	Parent Involvement/Community Relations
School Year Ending 1997	#1	Student Achievement
	#2	Staff Development
	#3	Parent Involvement/Community Relations
School Year Ending 1998	#1	Student Achievement
	#2	Staff Development
	#3	Parent Involvement/Community Relations

Priority 1: *Student Achievement*

With Accelerated Reading (AR) training of all teachers and support staff, plus regular testing in reading, the data showed that by grade 3 an average of 88% of students read at grade level. By grade 5, 100% of students are at grade level in reading. Each year students enter the next grade level with more reading strategies and at a higher reading level. Emphasis must be at grades K (with 39% at grade level) and grade 1 (55% at grade level) to have more student reading at grade level at years end.

Priority 2: *Staff Development*

All staff implemented at least 3 AR reading and writing strategies within their classrooms. Staff aligned math, science, social studies, reading and writing with HCPS.

All staff used work Sampling System in literacy for grades 3-6, and literacy, social skills, math in grades K-2.

All staff and students received training in Second Step Curriculum – a Violence Prevention Program.

All staff read Allignton & Cunninghams Classroom that work and school implemented 5 strategies schoolwide.

Priority 3: *Parent Involvement / Community Relations*

Family Literacy Weekly Workshops attracted about 20% of K-2 parents and according to evaluations parents learned how to help their children become better readers/writers.

Only about 10% of parents attended Second Step parenting workshop for Second Step. 85% parents attended parent/teacher conferences, though and about 90% attend Christmas & May Day Celebrations.

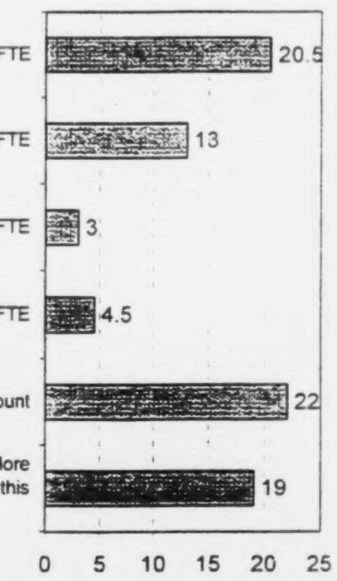
Process: School Resources

Certified Staff

School year ending 1998

Teaching Staff	
Total Full-Time Equivalent (FTE)	20.5
Regular Instruction, FTE	13.0
Special Education, FTE	3.0
Supplemental Instruction, FTE	4.5
Total number of persons assigned to teaching	22
Teachers with 5 or more years experience in this school	19
Teachers' average years of experience	18.6
Students per Teaching Staff Member	
Regular Instruction	18.1
Special Education	12.7
Administrative and Student Services Staff	
Administration*, FTE	1.0
Librarians, FTE	1.0
Counselors, FTE	1.0
Number of principals at this school in the last five years	1

Teacher Counts



* Administration includes Principals, Vice-Principals, Student Activity Coordinators, Registrars, and Athletic Directors

Facilities

School year ending 1998

Classrooms available	21
Number of classrooms short (-) or over (+)	0

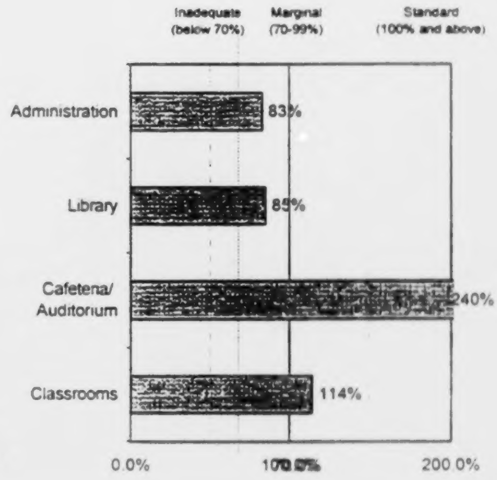
School facilities inspection results

	Score 1	Score 2	Score 3
Grounds		2	
Building exterior		2	
Building interior		2	
Equipment/Furnishings		2	
Health/Safety		2	
Sanitation	1		
Total		11	

For each category
1 = Unacceptable; 2 = Satisfactory; 3 = Very Good

For Total:
6-8 = Unacceptable; 9-15 = Satisfactory; 16-18 = Very Good

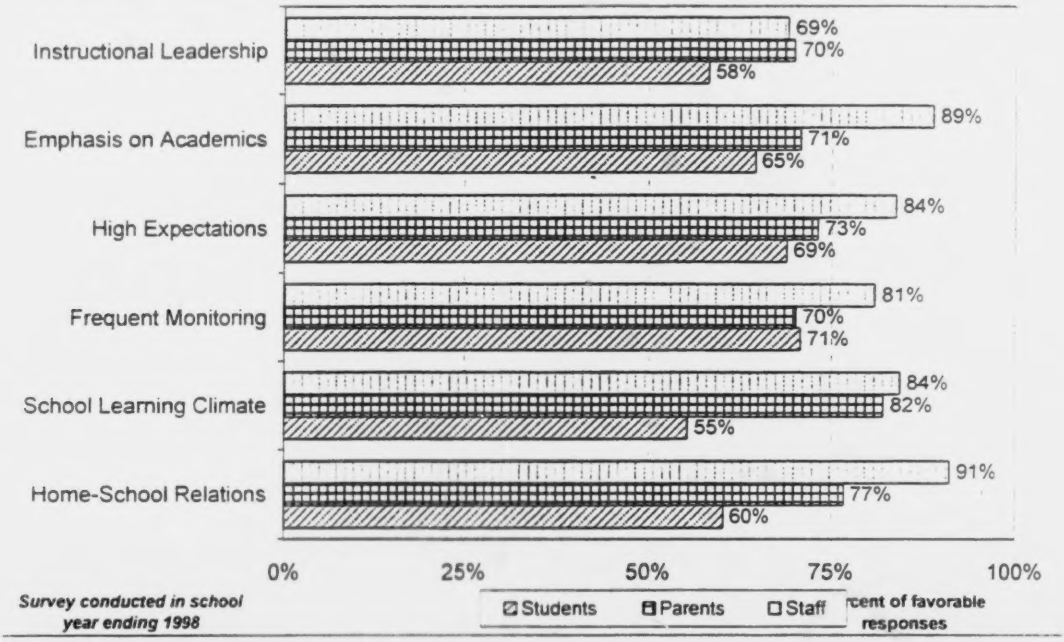
Adequacy of School's Space Compared with State Standards



Outcomes: Vital Signs

Effective School Practices

Effective Schools Survey



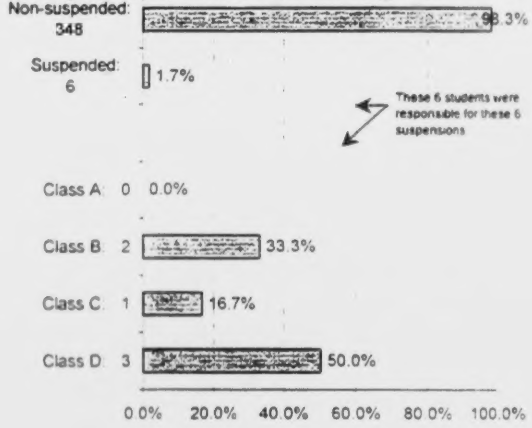
Survey conducted in school year ending 1998

Student Conduct

Attendance and Absences

	School Year 1995-96	1996-97	1997-98	*State Standard*
Average Daily Attendance: % (higher is better)	94.1%	94.5%	94.5%	95.0%
Average Daily Absences: in days (lower is better)	10.4	9.6	9.6	9

School Suspensions, School Year Ending 1998

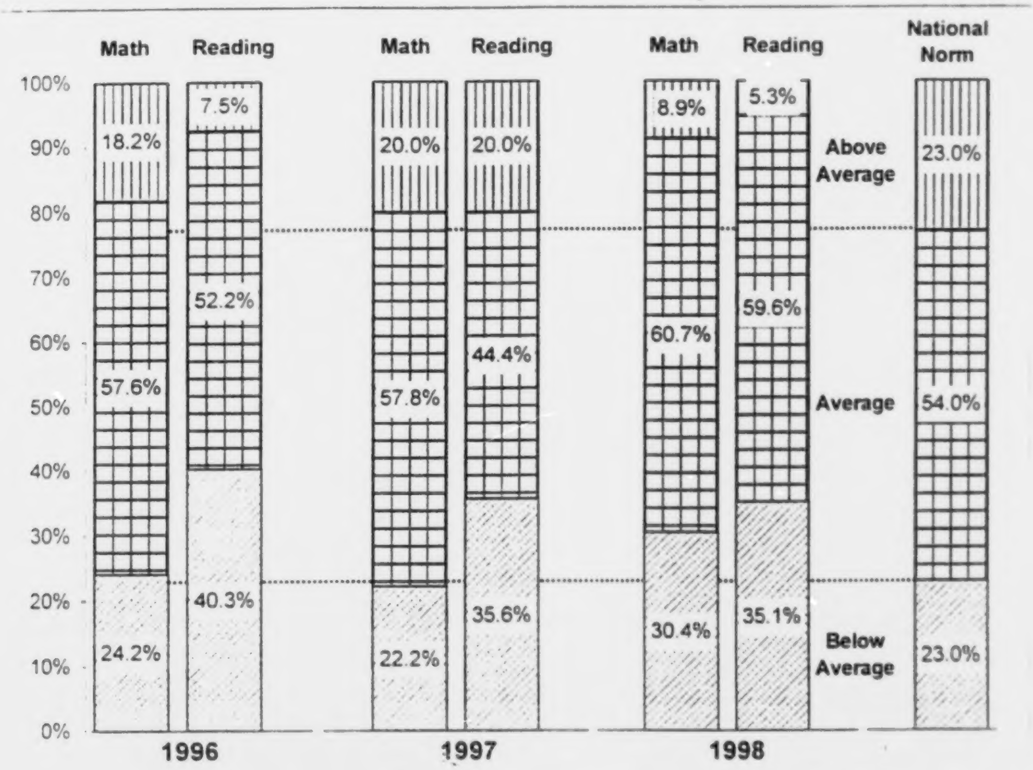


Examples of class of suspension

Class A: Burglary, robbery, sale of dangerous drugs
Class B: Disorderly conduct, trespassing
Class C: Class cutting, insubordination, smoking
Class D: Contraband (e.g. possession of tobacco)

Outcomes: Vital Signs

Statewide Testing



Fall 1998
Comprehensive Assessment and Accountability System
School Year 1997-98

`Aikahi

Elementary School Grades K-6

School Status and Improvement Report

Content

Focus on School p. 1

School Description p. 1

Context: School Setting p. 2

- **Student Profile**
- **Community**

Process: School p. 3

Process: School p. 4

- **Certified**
- **Facilities**

Outcomes: Vital Signs pp. 5-6

- **Effective School**
- **Student Conduct**
- **Statewide**
- **School**

School Address:

Aikahi Elementary School
281 Ilihau Street
Kailua, HI 96734

Focus On School

To improve the quality of public schooling and the educational opportunities it affords to Hawai`i's children, we must have regular, understandable accounts of our schools' progress. This *School Status and Improvement Report* has been prepared as part of the Department's Comprehensive Assessment and Accountability System, and in accordance with **§302A-1004**, Hawai`i Revised Statutes, which requires systematic reports to the people about the performance of schools, individually and collectively.

This report includes a description of the school and provides information on the **context, process**, and **outcomes** of education at the school for the 1997-98 school year. **Context** information includes a profiling of the student population and school community. **Process** information describes the school's priorities, plans, and action for improvement and indicates the school's staffing levels and the quality and adequacy of facilities. **Outcome** information includes data on effective school practices, attendance, suspensions, standardized test results, and school completion (for high schools).

This report complements ***The Superintendent's Annual Report on School Performance and Improvement in Hawai`i***, which analyzes our schools collectively and in comparison to those of other states. Together, individual school reports and the summary *Superintendent's Report* describe our schools to help us judge them against our evolving State and national standards for school and school system performance.

School Description

`Aikahi School serves over 600 students from the `Aikahi area and the Kane`ohe Marine Corps Air Station. In 1990 our school was named a National Blue Ribbon School and was one of eight schools in the nation cited for excellence in the teaching of geography. `Aikahi School also serves as the center for hearing impaired students in the Windward District. Redbook Magazine recognized `Aikahi with an "Overall School of Excellence" award in 1993. This was followed by the "Best of State" award in 1995. The Moanalua Gardens Foundation and the Outdoor Circle announced `Aikahi as the recipient of the "Hawai`i Needs Care" award for the 1995-96 school year. The award was based on the school's effort to increase student awareness and responsibility toward saving our islands' natural resources.

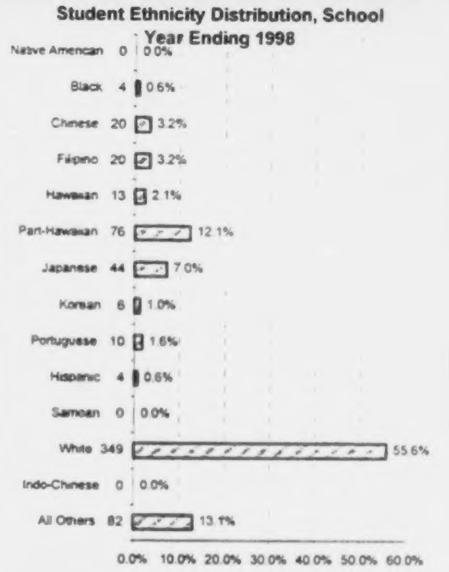
The Hawai`i Alliance for Art awarded `Aikahi School the Arts Excellence in Education Award for 1997.

`Aikahi Elementary School is operating under School/Community-Based Management.

Context: School Setting

Student Profile

School year ending	*1996*	*1997*	*1998*
Fall enrollment	612	584	628
Number and percent of students enrolled for the entire school year	594	543	605
	97.1%	93.0%	96.3%
Number and percent of students receiving free or reduced-cost lunch	73	56	55
	11.9%	9.6%	8.8%
Number and percent of students in Special Education programs	43	33	34
	7.0%	5.7%	5.4%
Number and percent of students with limited English proficiency	5	4	3
	0.8%	0.7%	0.5%

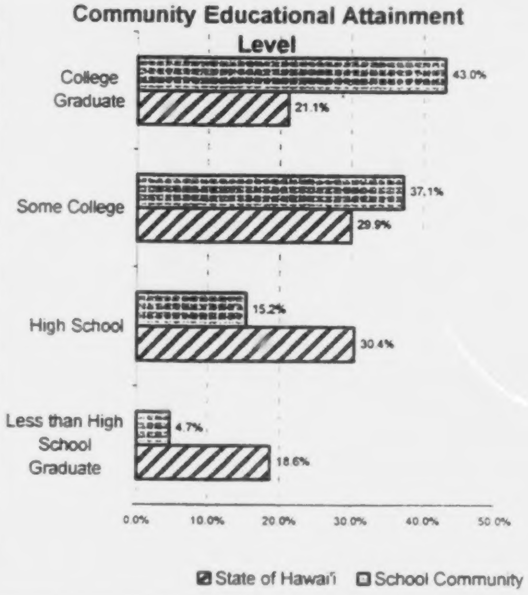


Student Ethnicity Distribution, School Year Ending 1998

Community Profile *Based on the 1990 U.S. Census*

	School Community	State of Hawai'i
Average family size	3.1	3.6
Percent of households with school age children (4-19)	34.6%	31.8%
Median household income	$60,142	$38,829
Per capita income	$22,260	$15,770
Percent of households with Public Assistance income	2.1%	6.8%
Percent of children (3-19 years) below poverty level	0.0%	11.6%
Percent of children (4-19 years) who are at-risk*	0.0%	2.1%

*Children 4 to 19 years of age, who are not high school graduates living with mother who is not a high school graduate, is single divorced or separated, and is below the poverty level



Community Educational Attainment Level

Process: School Priorities

Information about a school's performance is most useful if schoolwide priorities are first identified. This rank ordering of school improvement goals provides a concise and clear sketch of this school's School Improvement Plans over the past three years. A description of school improvement priorities and activities during the school year just completed is given below.

School Year Ending 1996	#1	School Curriculum
	#2	Educational Technology
	#3	Student Attitude
School Year Ending 1997	#1	School Curriculum
	#2	Educational Technology
	#3	Student Attitude
School Year Ending 1998	#1	Success Compact
	#2	Educational Technology
	#3	Student Attitude

Priority 1: *Success Compact*

A district resource teacher conducted staff development sessions on the Word Recognition, Comprehension, and Relationship Models. Effective teaching and learning strategies were demonstrated and implemented which integrated reading, writing and literature. The entire staff visited the Teacher Learning Center and teachers from other schools visited Aikahi.

Priority 2: *Educational Technology*

Aikahi students have become quite well versed with the new technologies. Students are able to use digital cameras and camcorders to create their own videos, slide shows and projects. They use scanners to import their photos, artwork and written work into research projects, brochures and papers. They can use all facets of ClarisWorks word processing, drawing and painting and Hyperstudio to create these projects. They have become avid users of the Internet for research and classroom projects and their CD Roms, as well. The new lab offers them connection on more computers as well as using multimedia for their projects. A new network now connects the office and library and labs and the classrooms can share files and email throughout the school.

Priority 3: *Student Attitude*

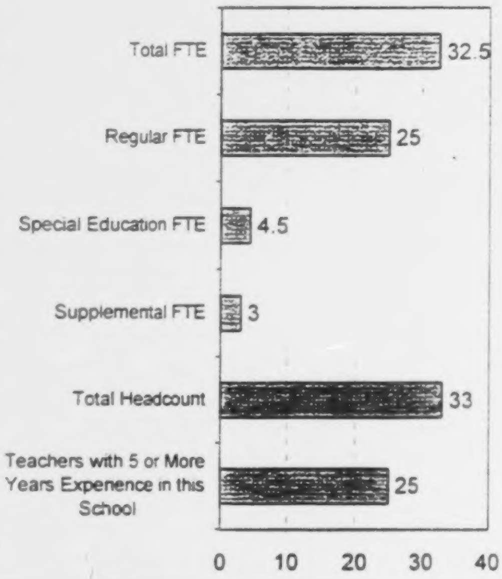
Aikahi developed and implemented the Skills for Success program since the 1995-96 school year. The Skills for Success program centered on monthly themes that addressed the development and improvement of social skills and values of students and adults. These values included respect, responsibility, caring, fairness, self-discipline, trustworthiness, and citizenship. Teachers integrated these themes into their regular classroom lessons. The school and community provided reinforcement of lessons through adult modeling. A task force of teachers and parents wrote and sent out monthly bulletins with activities and titles of books on the theme.

Process: School Resources

Certified Staff *School year ending 1998*

Teaching Staff	
Total Full-Time Equivalent (FTE)	32.5
Regular Instruction, FTE	25.0
Special Education, FTE	4.5
Supplemental Instruction, FTE	3.0
Total number of persons assigned to teaching.	33
Teachers with 5 or more years experience in this school	25
Teachers' average years of experience	12.7
Students per Teaching Staff Member	
Regular Instruction	21.2
Special Education	7.6
Administrative and Student Services Staff	
Administration* FTE	2.0
Librarians, FTE	1.0
Counselors, FTE	1.0
Number of principals at this school in the last five years	1

Teacher Counts



* Administration includes Principals, Vice-Principals, Student Activity Coordinators, Registrars, and Athletic Directors

Facilities *School year ending 1998*

Classrooms available	32
Number of classrooms short (-) or over (+)	0

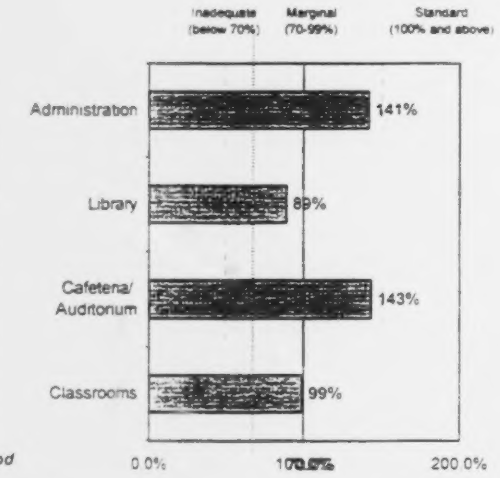
School facilities inspection results

	Score		
	1	2	3
Grounds			3
Building exterior			3
Building interior			3
Equipment/Furnishings			3
Health/Safety			3
Sanitation			3
Total		18	

For each category
1 = Unacceptable, 2 = Satisfactory, 3 = Very Good

For Total:
6-8 = Unacceptable; 9-15 = Satisfactory; 16-18 = Very Good

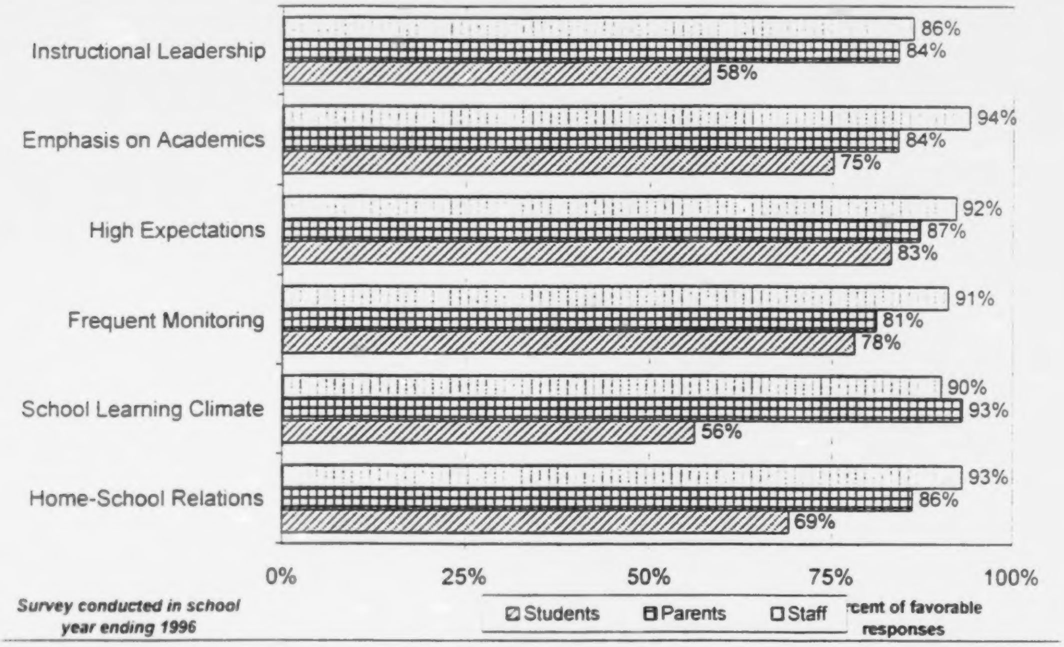
Adequacy of School's Space Compared with State Standards



Outcomes: Vital Signs

Effective School Practices

Effective Schools Survey



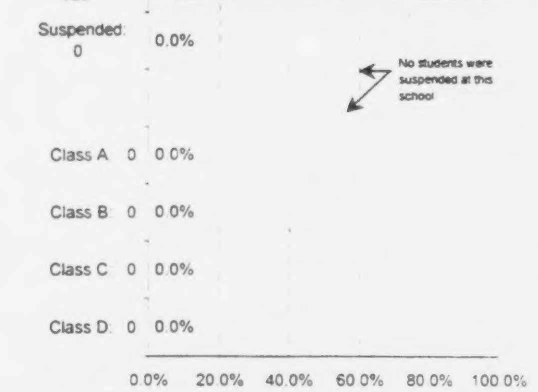
Survey conducted in school year ending 1996

Student Conduct

Attendance and Absences

School Year 1995-96	1996-97	1997-98	State Standard
Average Daily Attendance: % (higher is better)			
95.7%	95.5%	96.6%	95.0%
Average Daily Absences: in days (lower is better)			
7.6	7.9	6	9

School Suspensions, School Year Ending 1998



Examples of class of suspension:

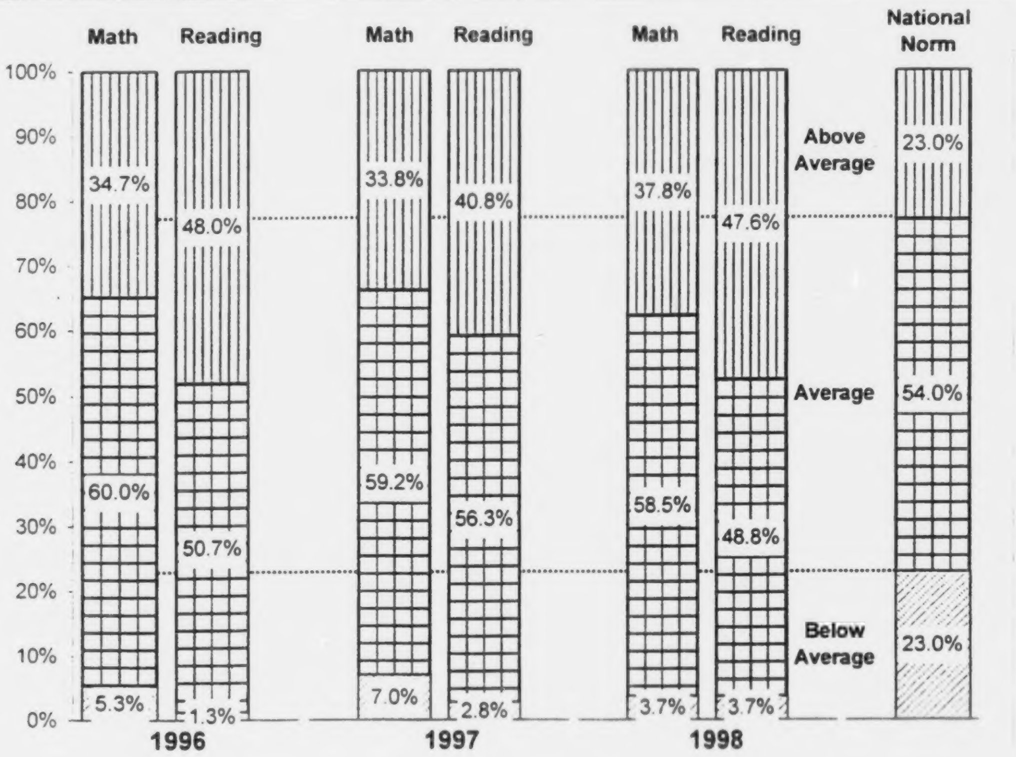
Class A: Burglary, robbery, sale of dangerous drugs
Class B: Disorderly conduct, trespassing
Class C: Class cutting, insubordination, smoking
Class D: Contraband (e.g. possession of tobacco)

BEST COPY AVAILABLE

Outcomes: Vital Signs

Statewide Testing

Stanford Achievement Test Results: Grade 6



Fall 1998
Comprehensive Assessment and Accountability System
School Year 1997-98

Holomua

Elementary School Grades K-6

School Status and Improvement Report

Content

Focus on School p. 1
School Description p. 1
Context: School Setting p. 2
- **Student Profile**
- **Community**
Process: School p. 3
Process: School p. 4
- **Certified**
- **Facilities**
Outcomes: Vital Signs pp. 5-6
- **Effective School**
- **Student Conduct**
- **Statewide**
- **School**

School Address:

Holomua Elementary School
91-1561 Keaunui Drive
'Ewa Beach, HI 96706

Focus On School

To improve the quality of public schooling and the educational opportunities it affords to Hawai'i's children, we must have regular, understandable accounts of our schools' progress. This *School Status ana Improvement Report* has been prepared as part of the Department's Comprehensive Assessment and Accountability System, and in accordance with **§302A-1004**, Hawai'i Revised Statutes, which requires systematic reports to the people about the performance of schools, individually and collectively.

This report includes a description of the school and provides information on the **context, process,** and **outcomes** of education at the school for the 1997-98 school year. **Context** information includes a profiling of the student population and school community. **Process** information describes the school's priorities, plans, and action for improvement and indicates the school's staffing levels and the quality and adequacy of facilities. **Outcome** information includes data on effective school practices, attendance, suspensions, standardized test results, and school completion (for high schools).

This report complements ***The Superintendent's Annual Report on School Performance and Improvement in Hawai'i***, which analyzes our schools collectively and in comparison to those of other states. Together, individual school reports and the summary *Superintendent's Report* describe our schools to help us judge them against our evolving State and national standards for school and school system performance.

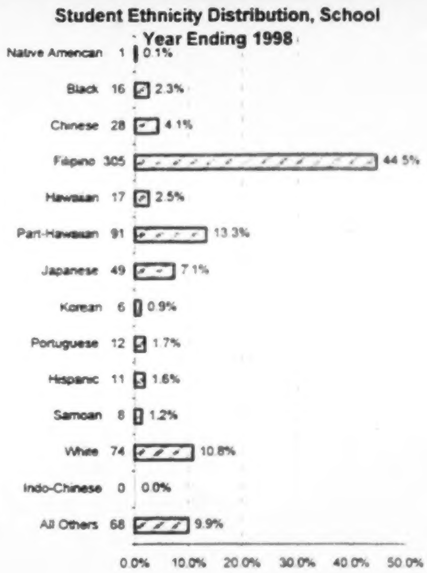
School Description

Holomua Elementary School opened on August 2, 1996 as Leeward's first "high tech" and first designed Year-Round Multi-Tracked School on O'ahu. Holomua will begin a multi-track schedule in July 0f 2000. Each classroom houses 5-6 computers on a local area network. Our staff has made a strong commitment to provide a positive climate for learning in which all students can reach their fullest potential in academics, attitudes, health and the arts through Holomua Literacy System, Technology, Thematic Integrated Units, Guidance Programs, Library Program, and Parent/Community Involvement. The school community includes residents from Summerhill, West Loch Estates, West Loch Fairways and 'Ewa Gentry East. Holomua Elementary School is planning for School/Community-Based Management.

Context: School Setting

Student Profile

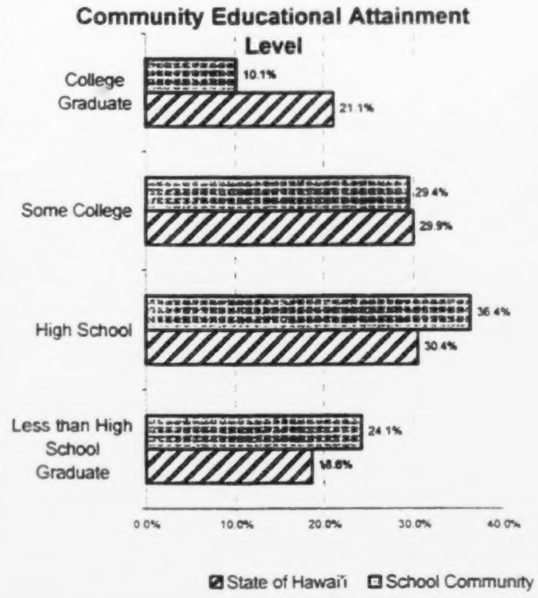
School year ending	*1996*	*1997*	*1998*
Fall enrollment	0	453	674
Number and percent of students enrolled for the entire school year	0	445	656
		98.2%	97.3%
Number and percent of students receiving free or reduced-cost lunch	0	102	154
		22.5%	22.8%
Number and percent of students in Special Education programs	0	14	29
		3.1%	4.3%
Number and percent of students with limited English proficiency	0	42	72
		9.3%	10.7%



Community Profile *Based on the 1990 U.S. Census*

	School Community	State of Hawai'i
Average family size	3.4	3.6
Percent of households with school age children (4-19)	40.0%	31.8%
Median household income	$49,856	$38,829
Per capita income	$13,439	$15,770
Percent of households with Public Assistance income	9.4%	6.8%
Percent of children (3-19 years) below poverty level	6.9%	11.6%
Percent of children (4-19 years) who are at-risk*	0.0%	2.1%

*Children 4 to 19 years of age, who are not high school graduates, living with mother who is not a high school graduate, is single, divorced or separated, and is below the poverty level.



Process: School Priorities

Information about a school's performance is most useful if schoolwide priorities are first identified. This rank ordering of school improvement goals provides a concise and clear sketch of this school's School Improvement Plans over the past three years. A description of school improvement priorities and activities during the school year just completed is given below.

School Year	#	Priority
School Year Ending 1996	#1	No priority selected
	#2	No priority selected
	#3	No priority selected
School Year Ending 1997	#1	Student Achievement
	#2	School Curriculum
	#3	Educational Technology
School Year Ending 1998	#1	Student Achievement
	#2	School Curriculum
	#3	Educational Technology

Priority 1: *Student Achievement*

Holomua's primary focus continues to be Student Achievement. Teachers consciously use comprehension and word recognition strategies along with universal concepts to develop the total child. Our school wide multi aged "families" guidance program emphasizes values, character education and interpersonal skills.

Student Centered conferences allows our students to review their work and set and work on goals for improvement. In a survey, over 95% of our parents gave a highly favorable response to this type of conference. The Metropolitan Achievement Test is given school wide to assess our students in reading, language and math. We also use the Tahoma School District (Nancy Skerritt) Student Outcomes Assessment Profile (Complex Thinker, Collaborative Worker, Self-Directed Learner, Community Contributor, Quality Producer and Effective Communicator). Our current SAT scores reflect that the school is meeting this objective.

Priority 2: *School Curriculum*

Holomua's curriculum is guided by SCANS (Secretary's Commission on Achieving Necessary Skills), School-To-Work, and the Hawai'i Content and Performance Standards (HCPS). The core of our Language Arts program is "Success in Reading and Writing." This program integrates reading, writing and thinking, and also meets individual students' needs. Our school developed a scope and sequence of writing skills and is currently working on the development of our science and social studies scope sequence.

The school has a unique schedule allowing for two hours of articulation/planning time within the day using school and community personnel to cover classes. This allows each grade level approximately 11 days of planning time per year. In addition, the school has five staff development days with out students and uses one Wednesday a month for curriculum planning. This has enabled our teachers to develop school wide integrated thematic units using the Nancy Skerritt model.

Priority 3: *Educational Technology*

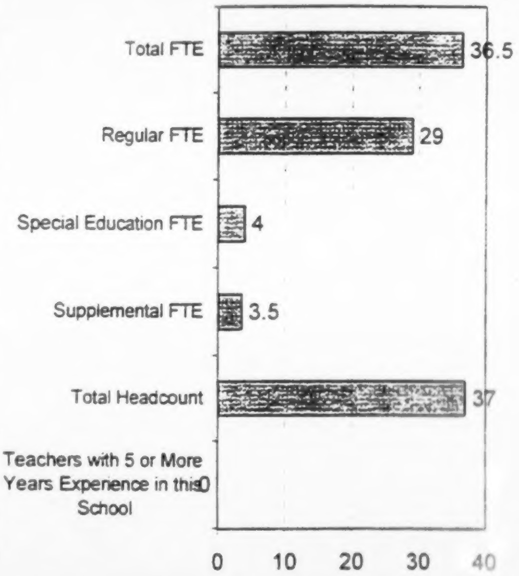
Holomua is connected to the Local Area Network (LAN) and the Wide Area Network (WAN). Each teacher has a laptop. Kindergarten through third grade are on IBM platforms. Fourth through sixth grade are on MACs. We are continuing to in service our staff on integrating technology into their classroom instruction. All classes are equipped with five to six student computers, video out to television capability, voice mail, media retrieval and a telephone that enables parents to check on homework/announcements and to leave messages for teachers. Multimedia projects developed by students as well as evaluation of integrated technology lessons have shown that Holomua's use of technology has been tremendously

Process: School Resources

Certified Staff *School year ending 1998*

Teaching Staff	
Total Full-Time Equivalent (FTE)	36.5
Regular Instruction, FTE	29.0
Special Education, FTE	4.0
Supplemental Instruction, FTE	3.5
Total number of persons assigned to teaching.	37
Teachers with 5 or more years experience in this school	0
Teachers' average years of experience	8.3
Students per Teaching Staff Member	
Regular Instruction	19.8
Special Education	7.3
Administrative and Student Services Staff	
Administration*, FTE	2.0
Librarians, FTE	1.0
Counselors, FTE	1.0
Number of principals at this school in the last five years	1

Teacher Counts



* Administration includes Principals, Vice-Principals, Student Activity Coordinators, Registrars, and Athletic Directors

Facilities *School year ending 1998*

Classrooms available	22
Number of classrooms short (-) or over (+)	-11

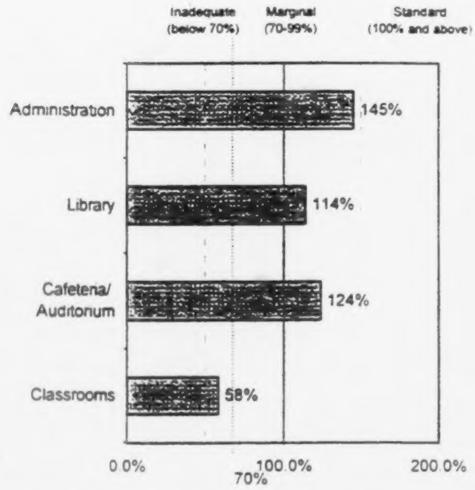
School facilities inspection results

	Score 1	2	3
Grounds			3
Building exterior			3
Building interior			3
Equipment/Furnishings			3
Health/Safety			3
Sanitation			3
Total		18	

For each category:
1 = Unacceptable; 2 = Satisfactory; 3 = Very Good

For Total:
6-8 = Unacceptable; 9-15 = Satisfactory; 16-18 = Very Good

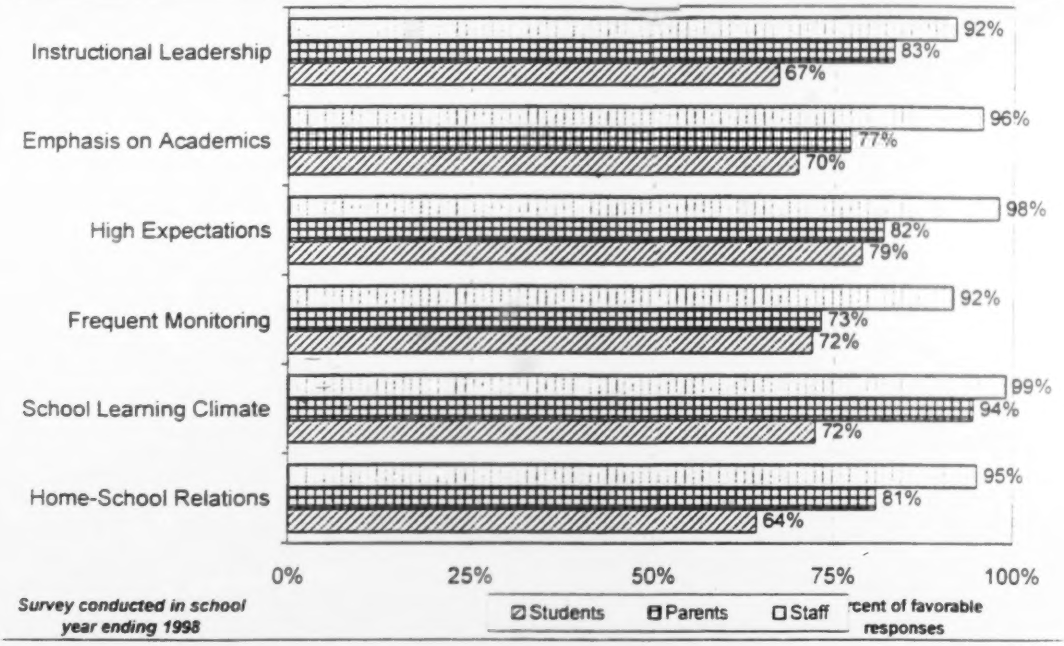
Adequacy of School's Space Compared with State Standards



Outcomes: Vital Signs

Effective School Practices

Effective Schools Survey



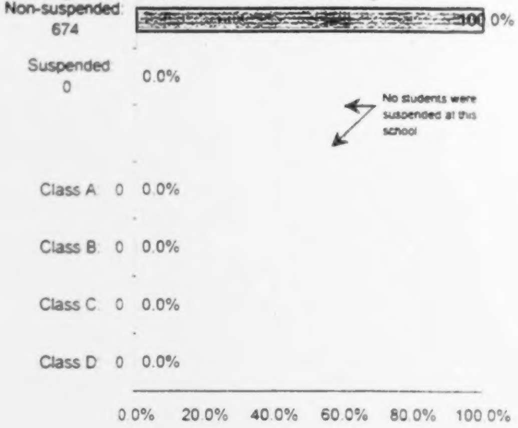
Survey conducted in school year ending 1998

Student Conduct

Attendance and Absences

School Year 1995-96	1996-97	1997-98	State Standard
Average Daily Attendance: % (higher is better)			
0.0%	94.8%	95.5%	95.0%
Average Daily Absences: in days (lower is better)			
0	8.8	7.8	9

School Suspensions, School Year Ending 1998

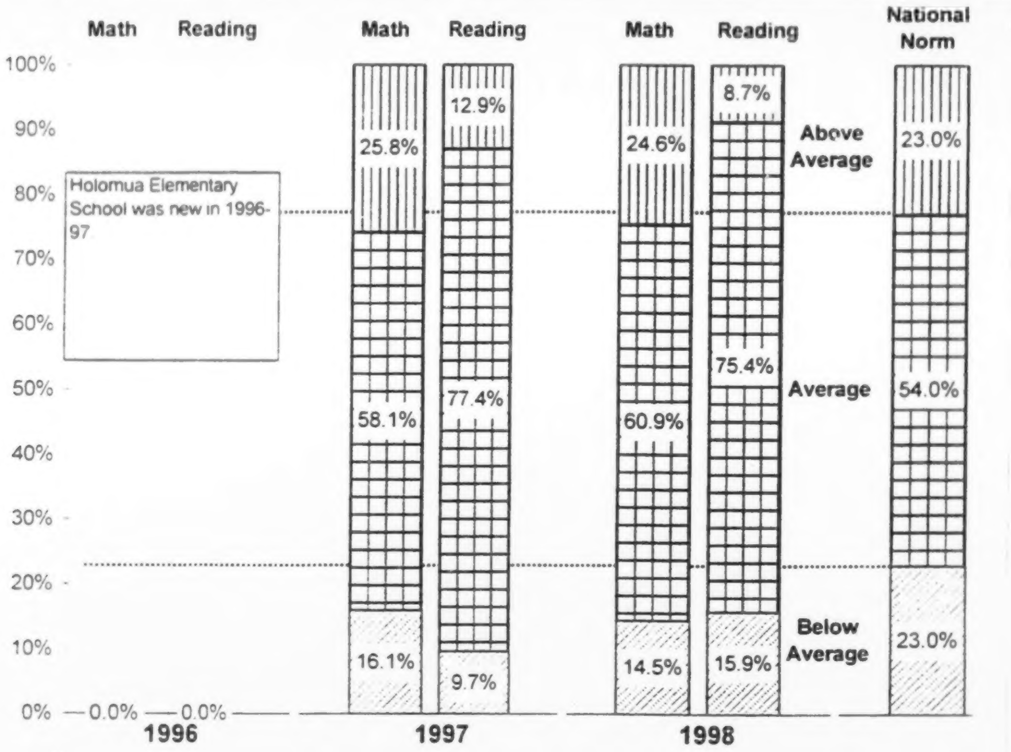


Examples of class of suspension	
	Class A: Burglary, robbery, sale of dangerous drugs
	Class B: Disorderly conduct, trespassing
	Class C: Class cutting, insubordination, smoking
	Class D: Contraband (e.g. possession of tobacco)

Outcomes: Vital Signs

Statewide Testing

Stanford Achievement Test Results: Grade 6



Kipapa School

Fall 1998
Comprehensive Assessment and Accountability System
School Year 1997-98

Kipapa

Elementary School Grades K-6

School Status and Improvement Report

Content

Focus on School p. 1
School Description p. 1
Context: School Setting p. 2
- Student Profile
- Community

Process: School p. 3
Process: School p. 4
- Certified
- Facilities

Outcomes: Vital Signs pp. 5-6
- Effective School
- Student Conduct
- Statewide
- School

School Address:

Kipapa Elementary School
95-076 Kipapa Drive
Mililani, HI 96789

Focus On School

To improve the quality of public schooling and the educational opportunities it affords to Hawai'i's children, we must have regular, understandable accounts of our schools' progress. This *School Status and Improvement Report* has been prepared as part of the Department's Comprehensive Assessment and Accountability System, and in accordance with **§302A-1004**, Hawai'i Revised Statutes, which requires systematic reports to the people about the performance of schools, individually and collectively.

This report includes a description of the school and provides information on the **context**, **process**, and **outcomes** of education at the school for the 1997-98 school year. **Context** information includes a profiling of the student population and school community. **Process** information describes the school's priorities, plans, and action for improvement and indicates the school's staffing levels and the quality and adequacy of facilities. **Outcome** information includes data on effective school practices, attendance, suspensions, standardized test results, and school completion (for high schools).

This report complements ***The Superintendent's Annual Report on School Performance and Improvement in Hawai'i***, which analyzes our schools collectively and in comparison to those of other states. Together, individual school reports and the summary *Superintendent's Report* describe our schools to help us judge them against our evolving State and national standards for school and school system performance.

School Description

Kipapa Elementary School was opened in the Fall of 1932. Being the oldest school in the Mililani school complex, Kipapa School is rich in history and tradition. In providing a comprehensive education program for the students, an integrated curriculum has been developed based on the Hawaii Content and Performance Standards, School To Work Opportunities Program, and Kipapa's Reading Continuum. To further meet the educational needs of the students, Title I, a Federal supplementary reading program, has also been implemented. With the opening of Mililani Middle School (grades 6-8) in SY 1998-99, Kipapa School will be serving grade K-5 students. Together with an experienced staff, supportive parents and community, the students of Kipapa School will continue to achieve excellence in academics and social behavior skills.

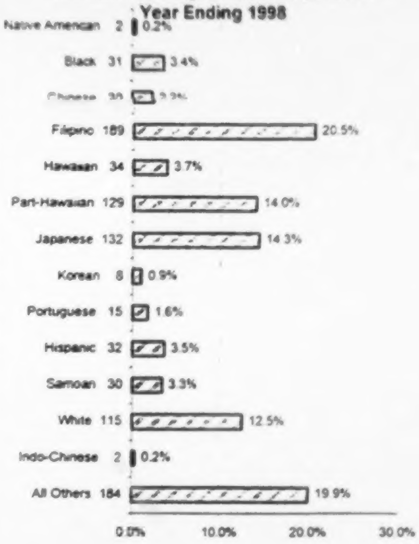
BEST COPY AVAILABLE

Context: School Setting

Student Profile

School year ending	*1996*	*1997*	*1998*
Fall enrollment	954	890	909
Number and percent of students enrolled for the entire school year	897	845	849
	94.0%	94.9%	93.4%
Number and percent of students receiving free or reduced-cost lunch	363	363	403
	38.1%	40.8%	44.3%
Number and percent of students in Special Education programs	43	45	52
	4.5%	5.1%	5.7%
Number and percent of students with limited English proficiency	51	56	54
	5.3%	6.3%	5.9%

Student Ethnicity Distribution, School Year Ending 1998

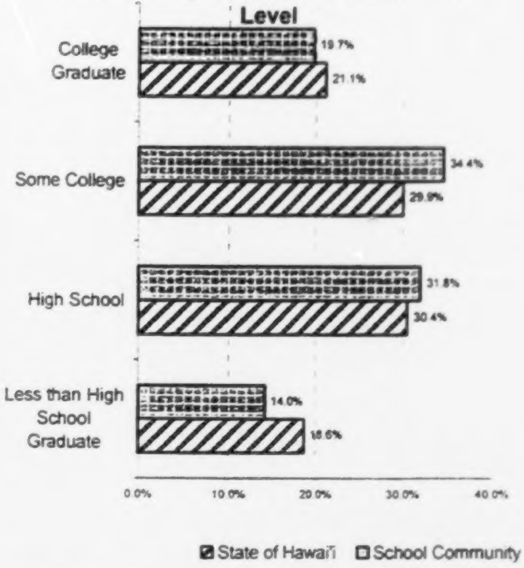


Community Profile *Based on the 1990 U.S. Census*

	School Community	State of Hawai'i
Average family size	2.7	3.6
Percent of households with school age children (4-19)	39.9%	31.8%
Median household income	$42,500	$38,829
Per capita income	$14,288	$15,770
Percent of households with Public Assistance income	4.4%	6.8%
Percent of children (3-19 years) below poverty level	6.1%	11.6%
Percent of children (4-19 years) who are at-risk*	2.8%	2.1%

*Children 4 to 19 years of age, who are not high school graduates, living with mother who is not a high school graduate, is single, divorced or separated, and is below the poverty level

Community Educational Attainment Level



Process: School Priorities

Information about a school's performance is most useful if schoolwide priorities are first identified. This rank ordering of school improvement goals provides a concise and clear sketch of this school's School Improvement Plans over the past three years. A description of school improvement priorities and activities during the school year just completed is given below.

School Year Ending 1996	#1	Student Achievement
	#2	Staff Development
	#3	Hawai'i Content and Performance Standards (Alignment)
School Year Ending 1997	#1	Student Achievement
	#2	Staff Development
	#3	Educational Technology
School Year Ending 1998	#1	Student Achievement
	#2	Staff Development
	#3	Goals 2000

Priority 1: *Student Achievement*

The primary goal for this year has been to increase student achievement through curriculum modifications, staff development and test-wiseness activities. Continued work was done by the staff to align the curriculum to the Hawai'i Content and Performance Standards. In addition, TRIBES inclusion activities and School to Work concepts have been integrated into the classroom curriculum. Special activities included a Moon party, Curriculum Fair, Space Camp, and Intercurriculum Study Tours. The Title I Program focused on grades K-3 by providing the readers with extra help. The Educational Assistant also helped by tutoring grade 3-4 students. PCNC activities such as Parent-Reading Workshops, community Read-A-Loud, "Safe Passage" drug-free program and Parenting Workshops also stimulated and encouraged student achievement.

Priority 2: *Staff Development*

In order to support student achievement and the curriculum, four waiver days provided teachers with time to align the Schoolwide Learning Outcomes and Assumptions about Learning with the Integrated Curriculum; Comparing the Title I and Focus On Learning processes; Develop rubrics as presented by Dr. Meg Keller-Cogan; and share and analyze our school-wide "I Can" statements for reading. Prof. Kathy Au of UHM College of Education, also provided inservice to all grade levels in the development and implementation of Kipapa's Reading Continuum, teaching strategies and reading assessment. Technology workshops were planned to provide the faculty with hands-on experiences in using the computers as part of classroom instruction and assessment, i.e. ClarisWorks, Netscape and e-mail.

Priority 3: *Goals 2000*

Kipapa Elementary School utilized its goals 2000 Title III grant for professional development and inservice training for teachers in the reading continuum. The teachers were able to understand how the instructional strategies are interwoven with authentic assessment to insure the success of every student. The teachers developed a checklist called the Classroom Implementation Checklist to assess their practices in the classroom. They also developed "I Can" statements that cover comprehension, attitudes, skills and strategies to be used by the students to assess their progress in reading. The teachers concentrated on developing the reading continuum this year and will begin working on the writing continuum next year.

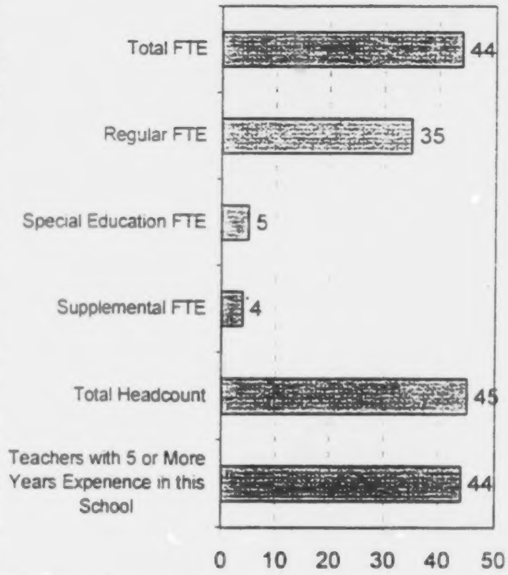
Process: School Resources

Certified Staff

School year ending 1998

Teaching Staff	
Total Full-Time Equivalent (FTE)	**44.0**
Regular Instruction, FTE	35.0
Special Education, FTE	5.0
Supplemental Instruction, FTE	4.0
Total number of persons assigned to teaching.	45
Teachers with 5 or more years experience in this school	44
Teachers' average years of experience	19.9
Students per Teaching Staff Member	
Regular Instruction	22.0
Special Education	10.4
Administrative and Student Services Staff	
Administration*, FTE	2.0
Librarians, FTE	1.0
Counselors, FTE	2.0
Number of principals at this school in the last five years	2

Teacher Counts



* Administration includes Principals, Vice-Principals, Student Activity Coordinators, Registrars, and Athletic Directors

Facilities

School year ending 1998

Classrooms available	47
Number of classrooms short (-) or over (+)	0

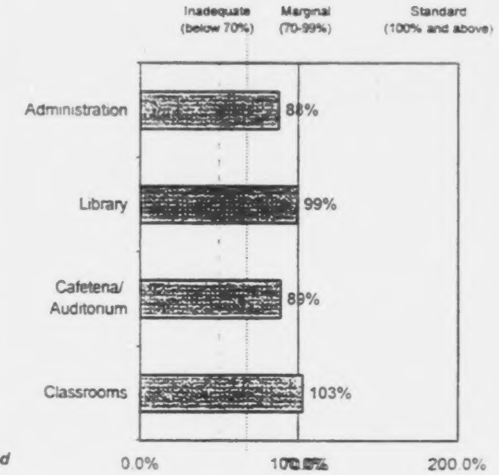
School facilities inspection results

	Score 1	Score 2	Score 3
Grounds		2	
Building exterior		2	
Building interior		2	
Equipment/Furnishings		2	
Health/Safety			3
Sanitation			3
Total		**14**	

For each category
1 = Unacceptable, 2 = Satisfactory; 3 = Very Good

For Total:
6-8 = Unacceptable; 9-15 = Satisfactory; 16-18 = Very Good

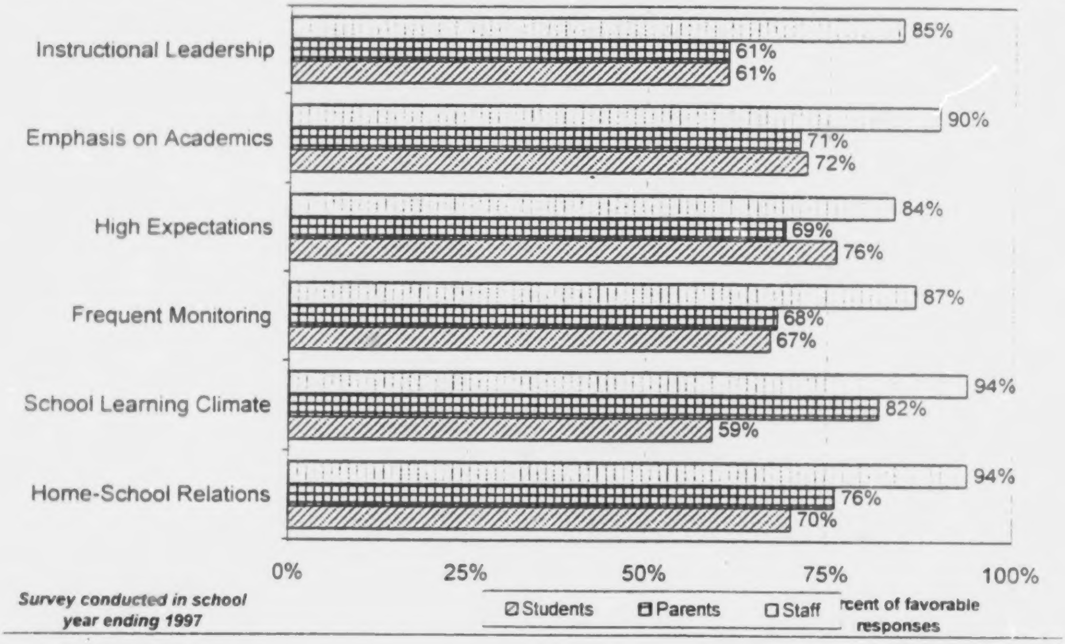
Adequacy of School's Space Compared with State Standards



Outcomes: Vital Signs

Effective School Practices

Effective Schools Survey



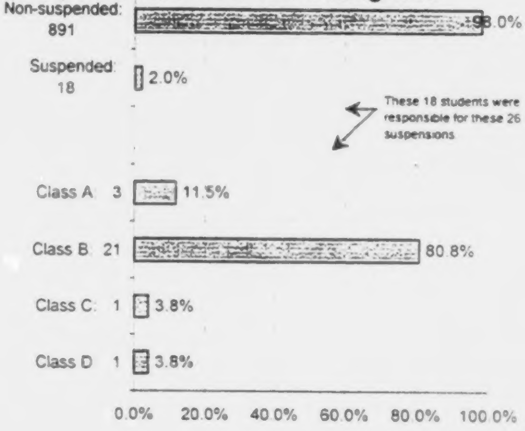
Survey conducted in school year ending 1997

Student Conduct

Attendance and Absences

School Year 1995-96	1996-97	1997-98	*State Standard*
Average Daily Attendance: % (higher is better)			
94.9%	94.8%	94.9%	95.0%
Average Daily Absences: in days (lower is better)			
9	9.1	8.8	9

School Suspensions, School Year Ending 1998

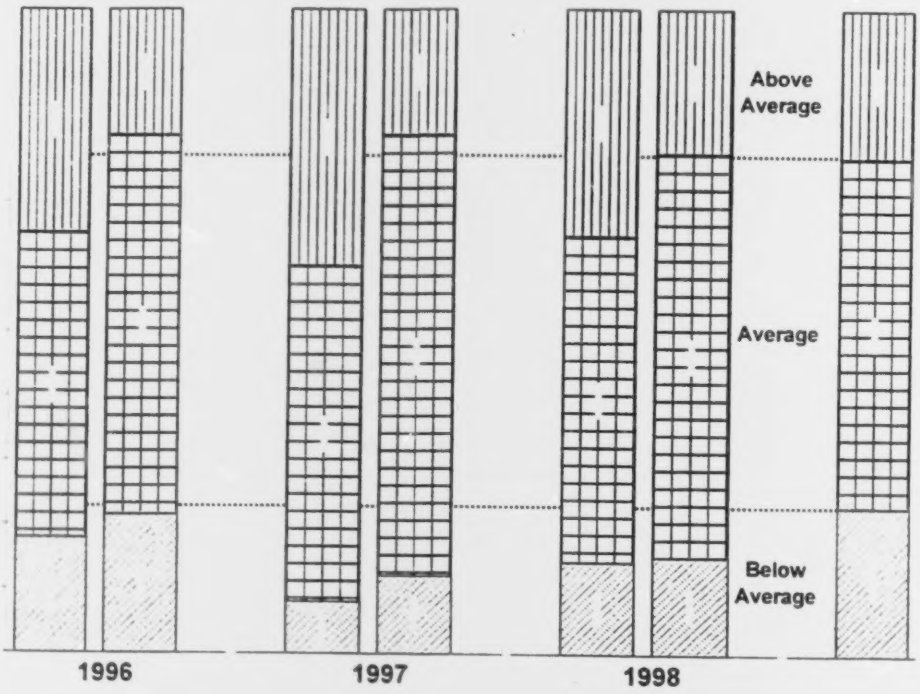


Examples of class of suspension	
Class A:	Burglary, robbery, sale of dangerous drugs
Class B:	Disorderly conduct, trespassing
Class C:	Class cutting, insubordination, smoking
Class D:	Contraband (e.g. possession of tobacco)

Outcomes: Vital Signs

Statewide Testing

Stanford Achievement Test Results: Grade 6



Fall 1998
Comprehensive Assessment and Accountability System
School Year 1997-98

Kalei`opu`u

Elementary School Grades K-6

School Status and Improvement Report

Content

Focus on School p. 1
School Description p. 1
Context: School Setting p. 2
- **Student Profile**
- **Community**

Process: School p. 3
Process: School p. 4
- **Certified**
- **Facilities**

Outcomes: Vital Signs pp. 5-6
- **Effective School**
- **Student Conduct**
- **Statewide**
- **School**

School Address:

Kalei`opu`u Elementary School
94-665 Kaaholo Street
Waipahu, HI 96797

Focus On School

To improve the quality of public schooling and the educational opportunities it affords to Hawai`i's children, we must have regular, understandable accounts of our schools' progress. This *School Status and Improvement Report* has been prepared as part of the Department's Comprehensive Assessment and Accountability System, and in accordance with **§302A-1004**, Hawai`i Revised Statutes, which requires systematic reports to the people about the performance of schools, individually and collectively.

This report includes a description of the school and provides information on the **context, process**, and **outcomes** of education at the school for the 1997-98 school year. **Context** information includes a profiling of the student population and school community. **Process** information describes the school's priorities, plans, and action for improvement and indicates the school's staffing levels and the quality and adequacy of facilities. **Outcome** information includes data on effective school practices, attendance, suspensions, standardized test results, and school completion (for high schools).

This report complements ***The Superintendent's Annual Report on School Performance and Improvement in Hawai`i***, which analyzes our schools collectively and in comparison to those of other states. Together, individual school reports and the summary *Superintendent's Report* describe our schools to help us judge them against our evolving State and national standards for school and school system performance

School Description

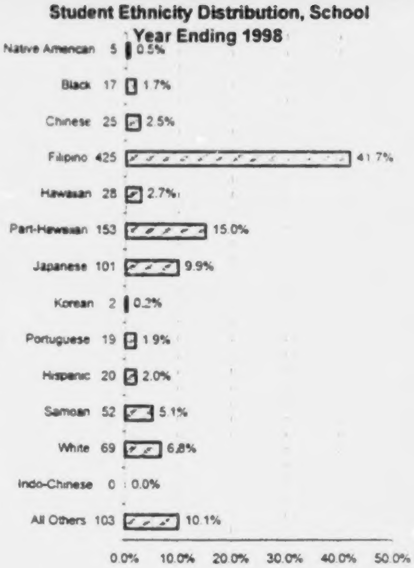
Kalei`opu`u Elementary School in Village Park, Waipahu, opened in September 1989. It began with one grade level, Kindergarten, in its first school year. Growth in the populations of Village Park and the Royal Kunia subdivisions has resulted in an increase in student enrollment to a present level of approximately 1,030. The completion of the administration and library buildings in May, 1997 marked the end of the construction at our school. School/Community-Based Management (SCBM) is used at Kalei`opu`u Elementary.

BEST COPY AVAILABLE

Context: School Setting

Student Profile

School year ending	*1996*	*1997*	*1998*
Fall enrollment	943	965	1017
Number and percent of students enrolled for the entire school year	853 90.5%	874 90.6%	924 90.9%
Number and percent of students receiving free or reduced-cost lunch	219 23.2%	391 40.5%	422 41.5%
Number and percent of students in Special Education programs	47 5.0%	52 5.4%	77 7.6%
Number and percent of students with limited English proficiency	63 6.7%	66 6.8%	72 7.1%

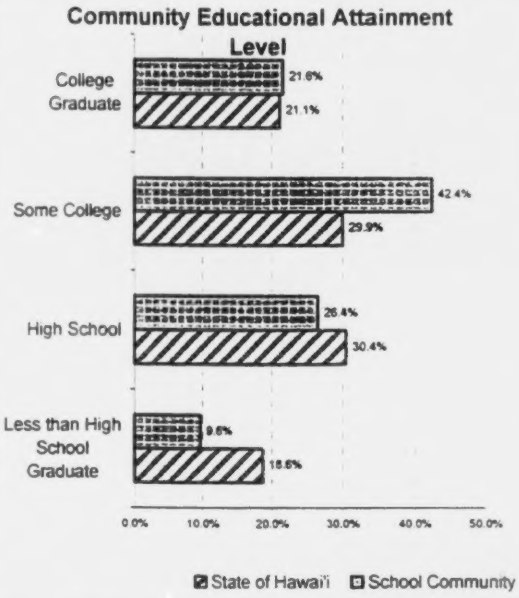


Student Ethnicity Distribution, School Year Ending 1998

Community Profile *Based on the 1990 U.S. Census*

	School Community	State of Hawai'i
Average family size	3.0	3.6
Percent of households with school age children (4-19)	48.6%	31.8%
Median household income	$56,155	$38,829
Per capita income	$16,022	$15,770
Percent of households with Public Assistance income	2.2%	6.8%
Percent of children (3-19 years) below poverty level	1.7%	11.6%
Percent of children (4-19 years) who are at-risk*	0.0%	2.1%

*Children 4 to 19 years of age, who are not high school graduates living with mother who is not a high school graduate, is single divorced or separated, and is below the poverty level



Community Educational Attainment Level

Process: School Priorities

Information about a school's performance is most useful if schoolwide priorities are first identified. This rank ordering of school improvement goals provides a concise and clear sketch of this school's School Improvement Plans over the past three years. A description of school improvement priorities and activities during the school year just completed is given below.

School Year Ending 1996	#1	Student Achievement
	#2	School Curriculum
	#3	Educational Technology
School Year Ending 1997	#1	Student Achievement
	#2	School Curriculum
	#3	Educational Technology
School Year Ending 1998	#1	Student Achievement
	#2	School Curriculum
	#3	Educational Technology

Priority 1: *Student Achievement*

Student achievement is Kalei`opu`u Elementary's first priority and primary area of focus. Our school's major emphasis is the development of our student's listening, thinking and problem-solving skills. Student centered instruction and learning is at the center of our integrated curriculum. Unit1, an Integrated Thematic Learning Unit designed to integrate and improve student thinking and learning was used during the past school year. Also a Title 1, Targeted Assist Reading Program was implemented to help our kindergarten to third grade students. Overall our students improved in all of the achievement and ability areas noted above.

Priority 2: *School Curriculum*

Our school is developing, implementing and evaluating an integrated curriculum that addresses and improves the thinking skills and multiple intelligences of our students. The above is part of a schoolwide effort carried out in every class at each grade level. The Social Studies, Science and Language Arts curricula have been aligned both horizontally and vertically through the grade levels to insure that students develop a well-articulated continuum of skills, knowledge and attitudes. The scope and sequence of these curriculum areas is in alignment with the Hawai`i Content and Performance Standards (HCPS). The Reading scope and sequence is also being developed and aligned with HCPS.

Priority 3: *Educational Technology*

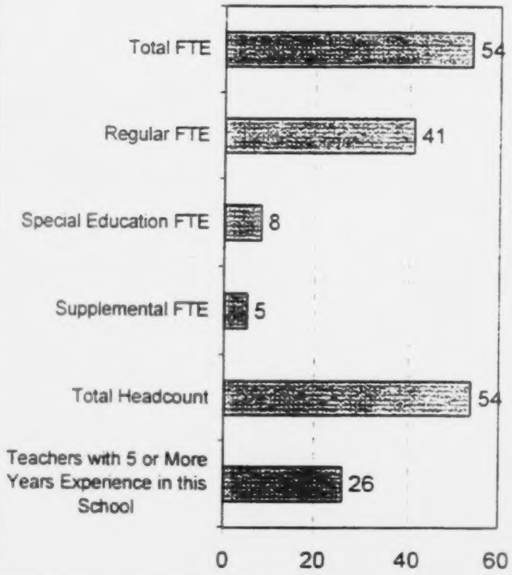
Computer technology continues to play an important and ever increasing role in the teaching, learning and functioning of our school. Our students use computers in projects that develop their writing, drawing and video production skills. These projects are part of integrated thematic units designed to improve their ability to think and solve problems. The student's projects were presented to other teachers in schoolwide sharing sessions. The technology IRA teacher and the Parent-Community Networking Center (PCNC) facilitator organized and carried out parent-child interactive activities focused on computer learning. The networking infrastructure has been installed in the administration, library and E buildings. Networking will be completed in G building in October, 1998.

Process: School Resources

Certified Staff *School year ending 1998*

Teaching Staff	
Total Full-Time Equivalent (FTE)	**54.0**
Regular Instruction, FTE	41.0
Special Education, FTE	8.0
Supplemental Instruction, FTE	5.0
Total number of persons assigned to teaching,	54
Teachers with 5 or more years experience in this school	26
Teachers' average years of experience	10.6
Students per Teaching Staff Member	
Regular Instruction	20.4
Special Education	9.6
Administrative and Student Services Staff	
Administration*, FTE	2.0
Librarians, FTE	1.0
Counselors, FTE	2.0
Number of principals at this school in the last five years	1

Teacher Counts



* Administration includes Principals, Vice-Principals, Student Activity Coordinators, Registrars, and Athletic Directors

Facilities *School year ending 1998*

Classrooms available	48
Number of classrooms short (-) or over (+)	-5

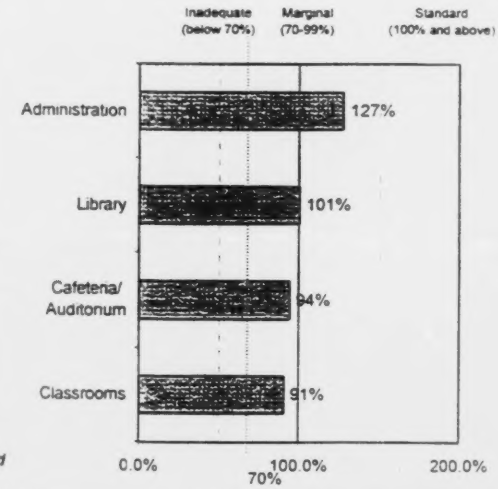
School facilities inspection results

	Score 1	Score 2	Score 3
Grounds			3
Building exterior		2	
Building interior		2	
Equipment/Furnishings			3
Health/Safety		2	
Sanitation			3
Total		15	

For each category:
1 = Unacceptable; 2 = Satisfactory; 3 = Very Good

For Total:
6-8 = Unacceptable; 9-15 = Satisfactory; 16-18 = Very Good

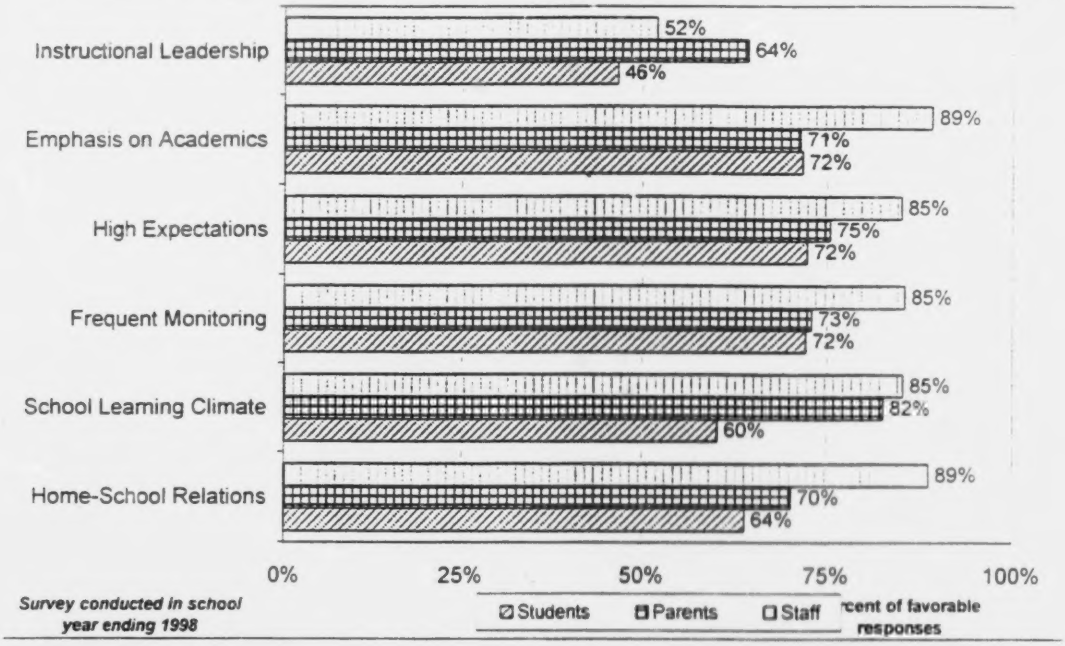
Adequacy of School's Space Compared with State Standards



Outcomes: Vital Signs

Effective School Practices

Effective Schools Survey



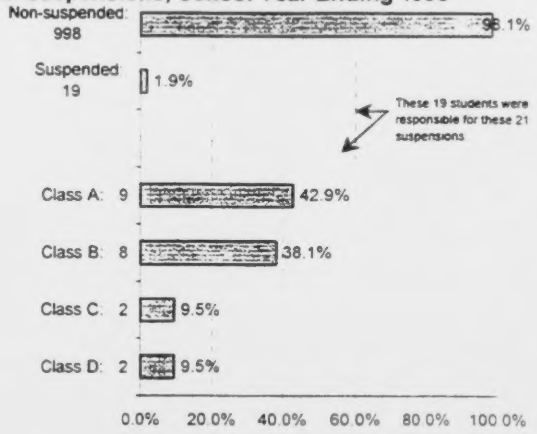
Survey conducted in school year ending 1998

Student Conduct

Attendance and Absences

School Year 1995-96	1996-97	1997-98	State Standard
Average Daily Attendance: % (higher is better)			
95.4%	95.3%	95.1%	95.0%
Average Daily Absences: in days (lower is better)			
8.1	8.2	8.7	9

School Suspensions, School Year Ending 1998



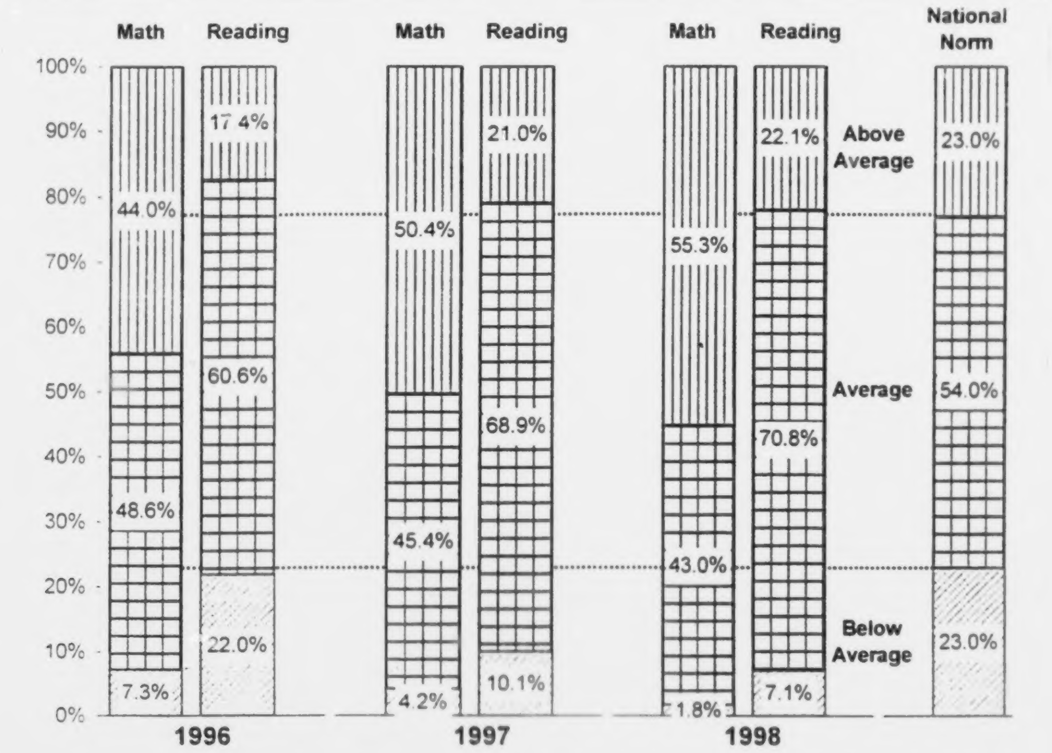
Examples of class of suspension	
	Class A: Burglary, robbery, sale of dangerous drugs
	Class B: Disorderly conduct, trespassing
	Class C: Class cutting, insubordination, smoking
	Class D: Contraband (e.g. possession of tobacco)

BEST COPY AVAILABLE

Outcomes: Vital Signs

Statewide Testing

Stanford Achievement Test Results: Grade 6



PEARL RIDGE ELEMENTARY SCHOOL

Fall 1998
Comprehensive Assessment and Accountability System
School Year 1997-98

Pearl Ridge

Elementary School Grades K-6

School Status and Improvement Report

Content

Focus on School p. 1

School Description p. 1

Context: School Setting p. 2
- Student Profile
- Community

Process: School p. 3

Process: School p. 4
- Certified
- Facilities

Outcomes: Vital Signs pp. 5-6
- Effective School
- Student Conduct
- Statewide
- School

School Address:

Pearl Ridge Elementary School
98-940 Moanalua Road
'Aiea, HI 96701

Focus On School

To improve the quality of public schooling and the educational opportunities it affords to Hawai'i's children, we must have regular, understandable accounts of our schools' progress. This *School Status and Improvement Report* has been prepared as part of the Department's Comprehensive Assessment and Accountability System, and in accordance with **§302A-1004**, Hawai'i Revised Statutes, which requires systematic reports to the people about the performance of schools, individually and collectively.

This report includes a description of the school and provides information on the **context**, **process**, and **outcomes** of education at the school for the 1997-98 school year. **Context** information includes a profiling of the student population and school community. **Process** information describes the school's priorities, plans, and action for improvement and indicates the school's staffing levels and the quality and adequacy of facilities. **Outcome** information includes data on effective school practices, attendance, suspensions, standardized test results, and school completion (for high schools).

This report complements ***The Superintendent's Annual Report on School Performance and Improvement in Hawai'i***, which analyzes our schools collectively and in comparison to those of other states. Together, individual school reports and the summary *Superintendent's Report* describe our schools to help us judge them against our evolving State and national standards for school and school system performance.

School Description

"Twenty-five Years of Excellence" was the theme of a celebration held during the 1997-98 school year to commemorate the 25th anniversary of Pearl Ridge Elementary School. Faculty, staff, students and community members participated in a brief program that highlighted events of the past and honored our former administrators and founding teachers. A Curriculum Fair was held to showcase our students' work and to share with our parents and community the kinds of learning experiences that are ongoing in our classrooms.

Other highlights of the year included the start of a modified year-round schedule for Pearl Ridge students and staff, the planning of our new administration building, our partnership with Hawaiian Electric Company in which an air conditioning system was planned, developed, and installed for our Building C, the beginning of a new UH (teacher-training) cohort group, and the first place award from the Panasonic Kid Witness News Program for a documentary produced by students.

Grants awarded PRE at the end of the school year will allow our tutorial program to continue and to make our library available to students after school and on designated evenings, another grant will provide funding for a performing arts curriculum with a focus on improving our teaching and assessment of writing skills.

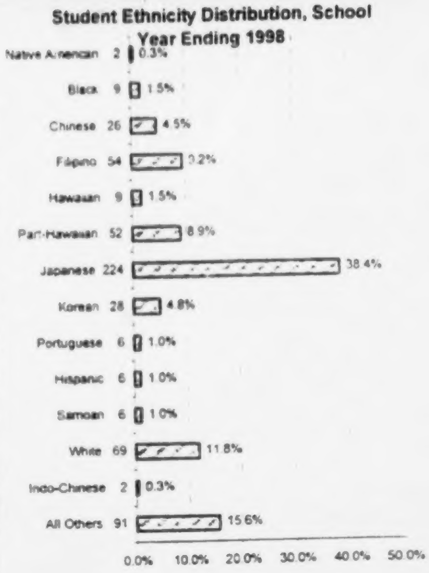
Again, the support of our programs by the PRE SCBM Council, PTG Board, and our parents and community members has continued to make a significant impact on our students, our school environment and the teaching and learning that occurs at PRE.

BEST COPY AVAILABLE

Context: School Setting

Student Profile

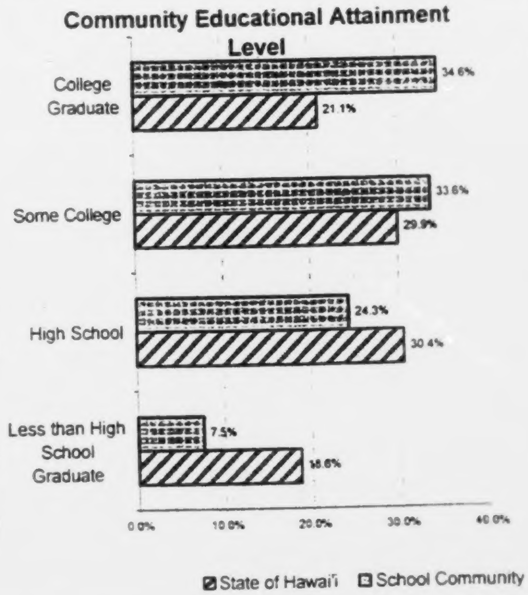
School year ending	*1996*	*1997*	*1998*
Fall enrollment	620	637	634
Number and percent of students enrolled for the entire school year	596 96.1%	585 91.8%	562 88.6%
Number and percent of students receiving free or reduced-cost lunch	85 13.7%	106 16.6%	126 19.9%
Number and percent of students in Special Education programs	19 3.1%	22 3.5%	18 2.8%
Number and percent of students with limited English proficiency	20 3.2%	16 2.5%	28 4.4%



Community Profile *Based on the 1990 U.S. Census*

	School Community	State of Hawai'i
Average family size	2.9	3.6
Percent of households with school age children (4-19)	27.1%	31.8%
Median household income	$53,215	$38,829
Per capita income	$23,090	$15,770
Percent of households with Public Assistance income	2.0%	6.8%
Percent of children (3-19 years) below poverty level	2.3%	11.6%
Percent of children (4-19 years) who are at-risk*	0.0%	2.1%

*Children 4 to 19 years of age, who are not high school graduates living with mother who is not a high school graduate, is single divorced or separated, and is below the poverty level



Process: School Priorities

Information about a school's performance is most useful if schoolwide priorities are first identified. This rank ordering of school improvement goals provides a concise and clear sketch of this school's School Improvement Plans over the past three years. A description of school improvement priorities and activities during the school year just completed is given below.

School Year Ending 1996	#1	Student Achievement
	#2	Student Attitude
	#3	Staff Development
School Year Ending 1997	#1	Student Achievement
	#2	Student Attitude
	#3	Staff Development
School Year Ending 1998	#1	Student Achievement
	#2	Staff Development
	#3	Student Attitude

Priority 1: *Student Achievement*

Literacy–through reading, writing, speaking, thinking–continues to be the main emphasis of the curriculum at PRE. Success Compact strategies and integrated unit plans link reading instruction and content area curriculum, learning experiences with the Hawaii Content and Performance Standards and student assessment. Programs support the learning styles and needs of our students include: Full inclusion for special needs students, Gifted and Talented program for students in grades 3-6, ESLL for limited English speaking students, ACTS and OHA reading tutorial for students referred by teachers, a pilot "multi-year" or "looping" program, Comprehensive Student Support System for students experiencing learning or other difficulties in school. Classroom instruction continues to be supported by our Curriculum Coordinator, Counselor, Technology Resource Teachers, Science Resource Teacher, Librarian, Hawaiian Studies Teachers, Physical Education Teachers, and also district and state resource personnel.

Priority 2: *Staff Development*

As believers in life long learning, PRE faculty members participate in numerous schoolwide staff development activities as well as many attended on their own. As a member of the Hawaii School University Partnership and a site for one of the UH teacher training cohort programs, our faculty participates in the training of future teachers while benefiting from the wealth of new ideas, hearing about new teaching strategies, participating in dialogue with students and university faculty members. Schoolwide in service activities have focused on literacy, technology, TRIBES, and student support systems. Monies from successful grant writing efforts have made it possible for teachers to participate in various workshops and conferences, visit successful programs at other schools, and plan and conduct workshops meeting the needs of our faculty. These and other efforts continue to bring about the "simultaneous renewal" of the curriculum at Pearl Ridge Elementary and the professional growth and development of our administration and faculty.

Priority 3: *Student Attitude*

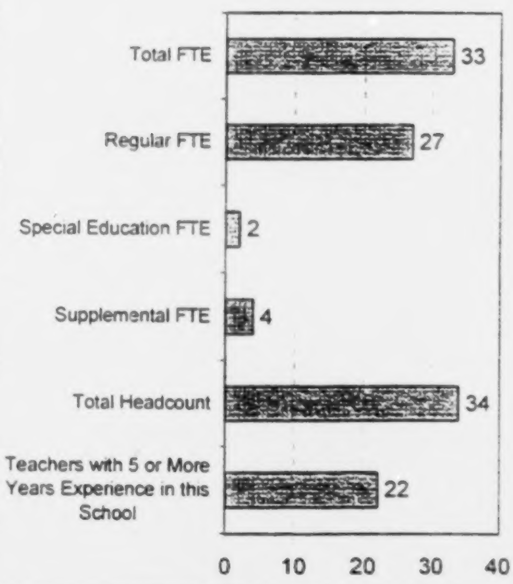
The preparation of our students to become caring and responsible citizens in another schoolwide goal at Pearl Ridge Elementary. To reach this goal, teachers begin by having our student learn, understand, and demonstrate our "8 key words – Honesty, Respect, Safety, Cooperation, Responsibility, Pride, Fairness and Kindness." Through the TRIBES process and by honoring our Tribes Agreements, student sin every classroom learn the importance of team building, cooperative learning, sharing and working effectively with others. Valuing each others' differences is very much a part of our curriculum as teaching strategies recognize and nurture the multiple intelligences and talents of our students. Our philosophy of full inclusion is evidenced by the full participation of all student sin curricular and co-curricular programs and activities appropriate for their age. Recognition programs identify special efforts and accomplishment of our students.

Process: School Resources

Certified Staff *School year ending 1998*

Teaching Staff	
Total Full-Time Equivalent (FTE)	33.0
Regular Instruction, FTE	27.0
Special Education, FTE	2.0
Supplemental Instruction, FTE	4.0
Total number of persons assigned to teaching.	34
Teachers with 5 or more years experience in this school	22
Teachers' average years of experience	15.1
Students per Teaching Staff Member	
Regular Instruction	19.9
Special Education	9.0
Administrative and Student Services Staff	
Administration*, FTE	2.0
Librarians, FTE	1.0
Counselors, FTE	1.0
Number of principals at this school in the last five years	1

Teacher Counts



* Administration includes Principals, Vice-Principals, Student Activity Coordinators, Registrars, and Athletic Directors

Facilities *School year ending 1998*

Classrooms available	27
Number of classrooms short (-) or over (+)	-2

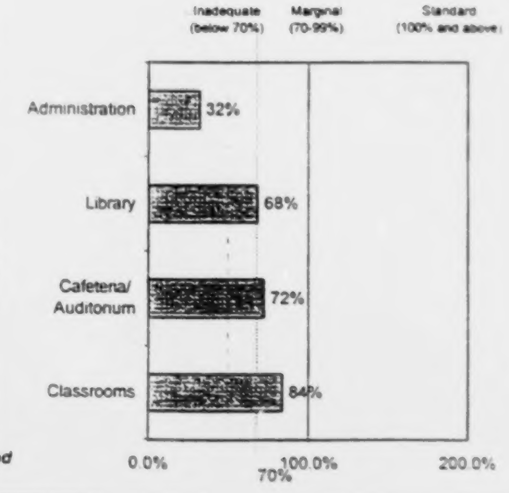
School facilities inspection results

	Score 1	Score 2	Score 3
Grounds			3
Building exterior		2	
Building interior		2	
Equipment/Furnishings			3
Health/Safety			3
Sanitation			3
Total		16	

For each category
1 = Unacceptable, 2 = Satisfactory; 3 = Very Good

For Total:
6-8 = Unacceptable; 9-15 = Satisfactory; 16-18 = Very Good

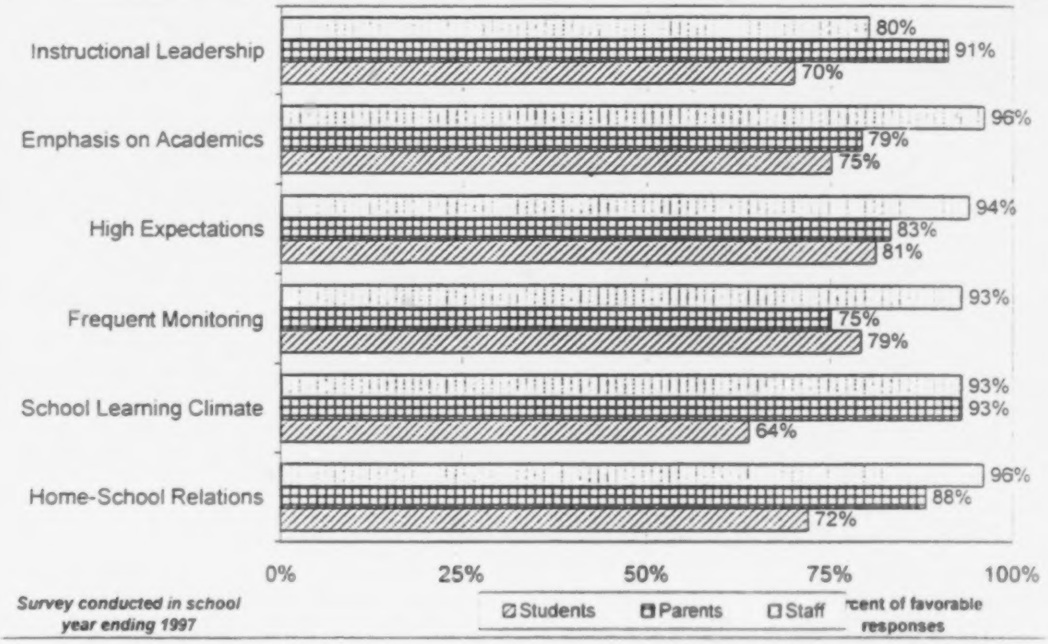
Adequacy of School's Space Compared with State Standards



Outcomes: Vital Signs

Effective School Practices

Effective Schools Survey



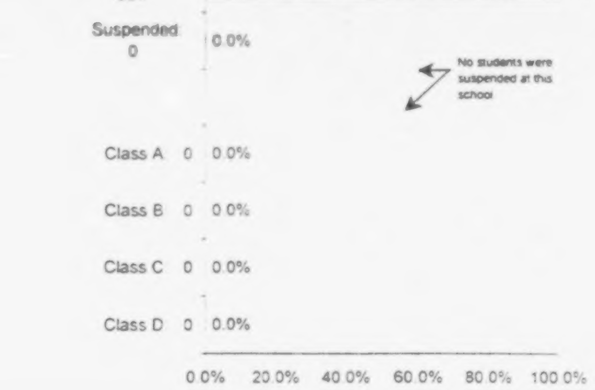
Survey conducted in school year ending 1997

Student Conduct

Attendance and Absences

	School Year 1995-96	1996-97	1997-98	*State Standard*
Average Daily Attendance: % (higher is better)	95.5%	96.3%	96.5%	95.0%
Average Daily Absences: in days (lower is better)	7.9	6.5	6.2	9

School Suspensions, School Year Ending 1998

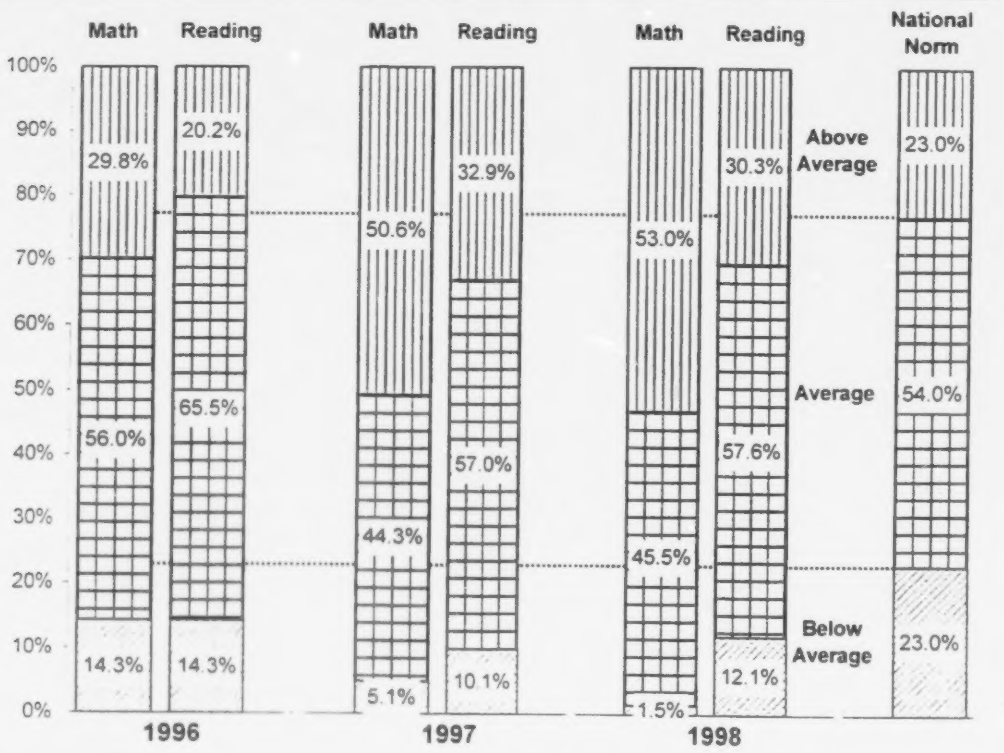


Examples of class of suspension	
	Class A: Burglary, robbery, sale of dangerous drugs
	Class B: Disorderly conduct, trespassing
	Class C: Class cutting, insubordination, smoking
	Class D: Contraband (e.g. possession of tobacco)

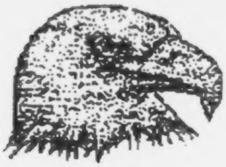
Outcomes: Vital Signs

Statewide Testing

Stanford Achievement Test Results: Grade 6



Fall 1998
Comprehensive Assessment and Accountability System
School Year 1997-98



Mililani Mauka

Elementary School Grades K-6

School Status and Improvement Report

Content

Focus on School p. 1

School Description p. 1

Context: School Setting p. 2

- **Student Profile**
- **Community**

Process: School p. 3

Process: School p. 4

- **Certified**
- **Facilities**

Outcomes: Vital Signs pp. 5-6

- **Effective School**
- **Student Conduct**
- **Statewide**
- **School**

School Address:

Mililani Mauka Elementary School
95-1111 Makaikai Street
Mililani, HI 96789

Focus On School

To improve the quality of public schooling and the educational opportunities it affords to Hawai'i's children, we must have regular, understandable accounts of our schools' progress. This *School Status and Improvement Report* has been prepared as part of the Department's Comprehensive Assessment and Accountability System, and in accordance with **§302A-1004**, Hawai'i Revised Statutes, which requires systematic reports to the people about the performance of schools, individually and collectively.

This report includes a description of the school and provides information on the **context**, **process**, and **outcomes** of education at the school for the 1997-98 school year. **Context** information includes a profiling of the student population and school community. **Process** information describes the school's priorities, plans, and action for improvement and indicates the school's staffing levels and the quality and adequacy of facilities. **Outcome** information includes data on effective school practices, attendance, suspensions, standardized test results, and school completion (for high schools).

This report complements ***The Superintendent's Annual Report on School Performance and Improvement in Hawai'i***, which analyzes our schools collectively and in comparison to those of other states. Together, individual school reports and the summary *Superintendent's Report* describe our schools to help us judge them against our evolving State and national standards for school and school system performance.

School Description

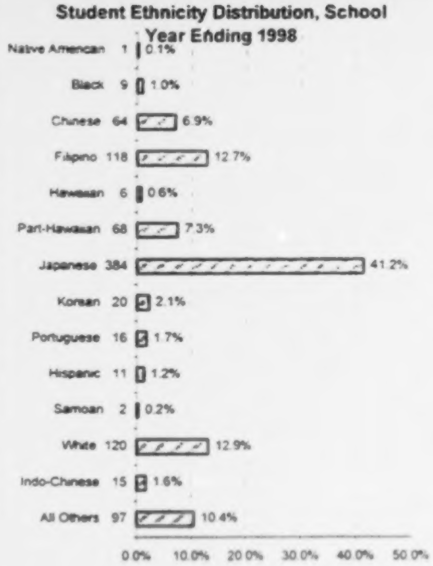
Mililani Mauka Elementary School opened on September 1, 1993, with approximately 280 students in grades K through 6. The school is designed to be a 'complete school of the future,' being completely networked for voice, video, and data. The use of technology to enhance teaching-learning processes is integral to the school's design and operation. The school office, cafeteria, library, and other administrative and instructional functions all use the latest in technology.

Mililani Mauka operates on a modified year-round calendar and was accredited in 1998 by the Western Association of Schools & Colleges for a period of six years with a mid-term review. Mililani Mauka is operating under School/Community-Based Management.

Context: School Setting

Student Profile

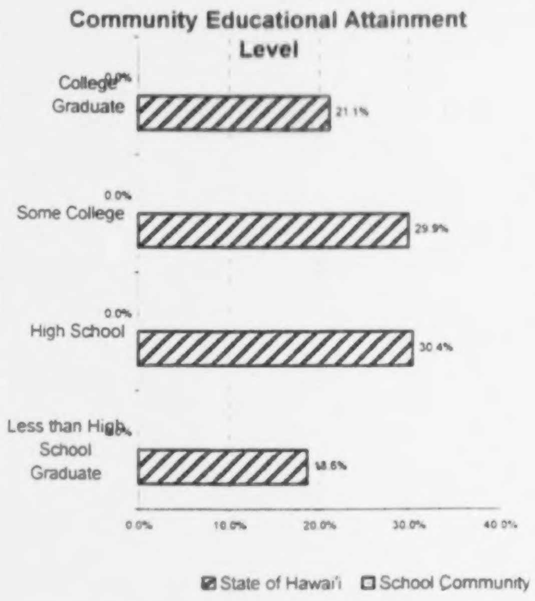
School year ending	*1996*	*1997*	*1998*
Fall enrollment	633	788	920
Number and percent of students enrolled for the entire school year	633	765	873
	100.0%	97.1%	94.9%
Number and percent of students receiving free or reduced-cost lunch	32	37	34
	5.1%	4.7%	3.7%
Number and percent of students in Special Education programs	18	36	48
	2.8%	4.6%	5.2%
Number and percent of students with limited English proficiency	6	8	7
	0.9%	1.0%	0.8%



Community Profile *Based on the 1990 U.S. Census*

	School Community	State of Hawai'i
Average family size	0.0	3.6
Percent of households with school age children (4-19)	0.0%	31.8%
Median household income	$0	$38,829
Per capita income	$0	$15,770
Percent of households with Public Assistance income	0.0%	6.8%
Percent of children (3-19 years) below poverty level	0.0%	11.6%
Percent of children (4-19 years) who are at-risk*	0.0%	2.1%

*Children 4 to 19 years of age, who are not high school graduates, living with mother who is not a high school graduate, is single, divorced or separated, and is below the poverty level



Process: School Priorities

Information about a school's performance is most useful if schoolwide priorities are first identified. This rank ordering of school improvement goals provides a concise and clear sketch of this school's School Improvement Plans over the past three years. A description of school improvement priorities and activities during the school year just completed is given below.

School Year Ending 1996	#1	School/Community-Based Management
	#2	School Curriculum
	#3	Hawai`i Content and Performance Standards (Alignment)
School Year Ending 1997	#1	Accreditation
	#2	Assessment (General)
	#3	Hawai`i Content and Performance Standards (Alignment)
School Year Ending 1998	#1	Accreditation
	#2	Hawai`i Content and Performance Standards (Assessmen
	#3	Staff Development

Priority 1: *Accreditation*

This year Mililani Mauka spent the better part of the year in preparation for the March, 1998 accreditation visitation. The final draft of the self-study report was completed in November, ready for printing, then sent to the visiting committee in early January.

The WASC accreditation committee visited the campus from March 2-5, thoroughly investigating all aspects of the school's operations, programs, staff, and community. WASC commission reported to the school in May, 1998 that Mililani Mauka had received a full six-year accreditation with a 3-year review.

A school Focus on Learning cadre has been organized to plan the follow-up procedures for the recommendations set by the visiting committee. The work on this follow-up will begin in fall, 1998.

Priority 2: *Hawaii Content and Performance Standards (Assessment)*

In line with Focus on Learning, which emphasizes what student learn, how they learn, and how to assess what they have learned, Mililani Mauka has continued to work on assessment and evaluation. Through the support of two grants, Goals 2000 and Eisenhower funds, the staff has studied various means to assess student progress and consciously integrated these practices into their major thematic units and other instructional practices.

The curriculum committees in math, science, social studies, language arts, health and physical education continue to review and refine the alignment of Mauka curriculum to the HCPS.

Priority 3: *Staff Development*

Staff development activities in assessment, science instruction, FOL, and cognitive coaching continued during this year. These were in conjunction with the accreditation process and the alignment and assessment as described in priorities 1 and 2 above.

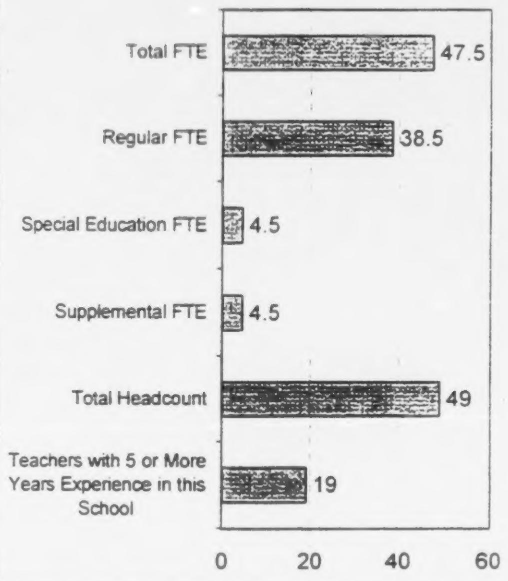
Using monies through Eisenhower grant, intensive staff development in improving science instruction continued for the second year. Teachers worked in their loop groups in developing and refining their lessons for specific science units of study.

Process: School Resources

Certified Staff *School year ending 1998*

Teaching Staff	
Total Full-Time Equivalent (FTE)	47.5
Regular Instruction, FTE	38.5
Special Education, FTE	4.5
Supplemental Instruction, FTE	4.5
Total number of persons assigned to teaching,	49
Teachers with 5 or more years experience in this school	19
Teachers' average years of experience	12.8
Students per Teaching Staff Member	
Regular Instruction	20.3
Special Education	10.7
Administrative and Student Services Staff	
Administration*, FTE	2.0
Librarians, FTE	1.0
Counselors, FTE	2.0
Number of principals at this school in the last five years	1

Teacher Counts



* Administration includes Principals, Vice-Principals, Student Activity Coordinators, Registrars, and Athletic Directors

Facilities *School year ending 1998*

Classrooms available	43
Number of classrooms short (-) or over (+)	-1

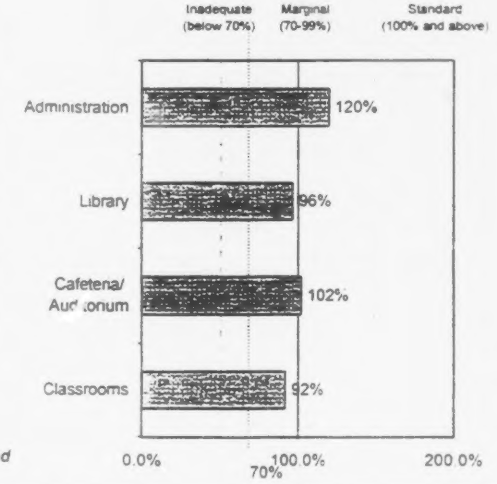
School facilities inspection results

	Score 1	Score 2	Score 3
Grounds			3
Building exterior			3
Building interior			3
Equipment/Furnishings			3
Health/Safety			3
Sanitation			3
Total		18	

For each category
1 = Unacceptable; 2 = Satisfactory; 3 = Very Good

For Total:
6-8 = Unacceptable; 9-15 = Satisfactory; 16-18 = Very Good

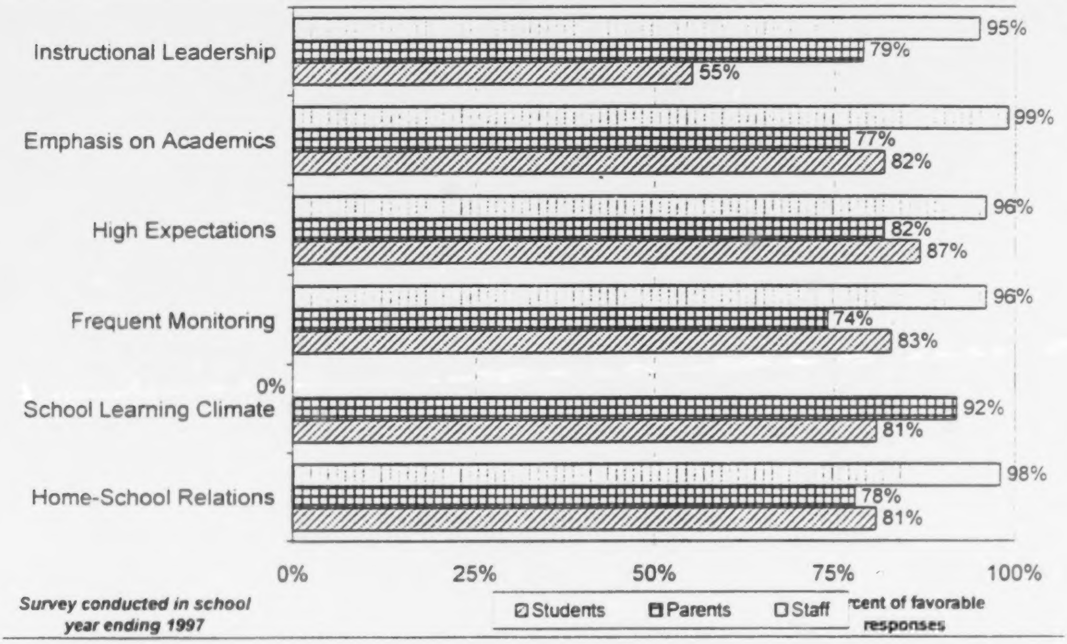
Adequacy of School's Space Compared with State Standards



Outcomes: Vital Signs

Effective School Practices

Effective Schools Survey



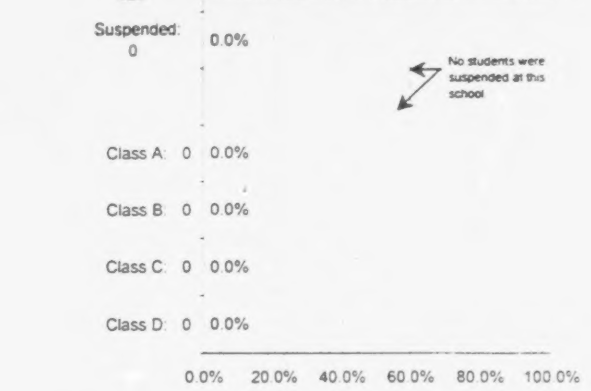
Survey conducted in school year ending 1997

Student Conduct

Attendance and Absences

School Year 1995-96	1996-97	1997-98	State Standard
Average Daily Attendance: % (higher is better)			
97.1%	96.4%	96.4%	95.0%
Average Daily Absences: in days (lower is better)			
5.1	6.3	6.4	9

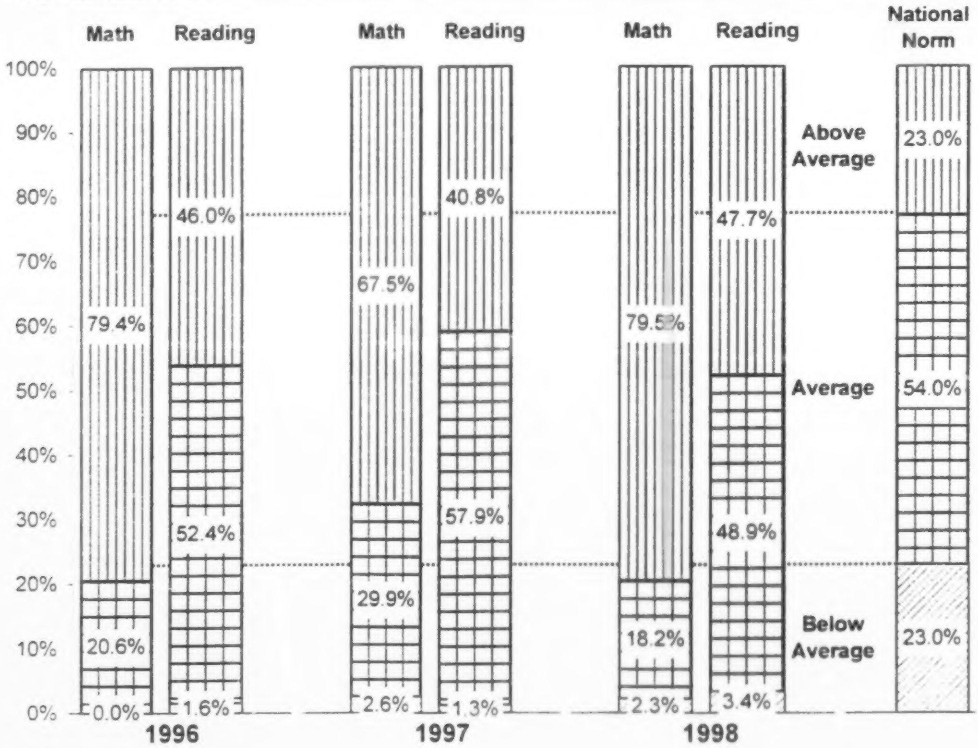
School Suspensions, School Year Ending 1998



Examples of class of suspension	
	Class A: Burglary, robbery, sale of dangerous drugs
	Class B: Disorderly conduct, trespassing
	Class C: Class cutting, insubordination, smoking
	Class D: Contraband (e.g. possession of tobacco)

Statewide Testing

Stanford Achievement Test Results: Grade 6



Appendix D

Tables from the
Hawai‘i State Department of
Business, Economic Development & Tourism
Data Book 1998

Table 9.37-- GOVERNMENT WORKERS, BY LEVEL OF GOVERNMENT, CIVIL SERVICE STATUS, AND MEMBERSHIP IN STATE RETIREMENT SYSTEM: 1940 TO 1998

[For earlier years, see *Data Book 1987*, table 324]

Year	Government jobs (annual averages)				State civil service workers 1/	State retirement system members 2/
	All levels	Federal	Terr. or State	County		
1940	22,136	11,139	6,245	4,752	2,616	8,352
1945	78,846	66,248	7,231	5,367	3,772	12,662
1950	33,140	18,891	7,955	6,294	5,280	16,120
1960	49,510	27,010	14,620	7,880	6,790	24,092
1970	73,640	33,380	30,600	9,660	10,166	38,912
1980	89,050	30,000	45,150	13,900	17,327	48,868
1990	105,600	34,150	57,050	14,400	20,654	53,509
1992	111,100	33,250	62,600	15,250	22,920	57,401
1993	111,600	31,800	64,250	15,500	24,267	59,518
1994	111,850	31,250	65,000	15,600	4/ 24,716	61,082
1995	111,400	31,050	63,950	16,450	4/ 24,138	60,687
1996 3/	110,550	31,100	62,800	16,600	4/ 23,338	59,275
1997	111,650	30,650	64,250	16,750	4/ 23,133	59,500
1998	112,200	30,400	64,950	16,850	4/ 23,627	60,447

1/ December 31 through 1960 and June 30 thereafter. State or Territorial workers in civil service system. Data exclude county employees, also covered by civil service.

2/ June 30 through 1960 and March 31 thereafter. Includes State or Territorial employees, county employees, and inactive members (those no longer employed by the State, Territory, or counties who have remained in the System), but excludes pensioners.

3/ Revised on March 5, 1998.

4/ Method revised beginning in 1994 to count all active employees, on payroll and on leave without pay, employed greater-than-50 percent full-time equivalent and appointed for more than 3 months' duration.

Source: Robert C. Schmitt, *Historical Statistics of Hawaii* (University Press of Hawaii, 1978), pp. 616-617; *Data Book 1978*, p. 158; Hawaii State Department of Labor and Industrial Relations, *Labor Force Data Book* (annual); Hawaii State Department of Human Resources Development, records; *Employees' Retirement System of the State of Hawaii, Comprehensive Annual Report* (annual).

Table 10.10-- CIVILIAN EMPLOYMENT IN THE AIR FORCE, ARMY, AND NAVY: ANNUAL AVERAGES, 1990 TO 1998

Year	Total	Air Force	Army	Navy
1990	19,350	2,300	5,600	11,450
1991	18,850	2,250	5,400	11,200
1992	18,100	2,200	4,800	11,100
1993	17,450	2,150	4,600	10,700
1994	16,850	2,000	4,600	10,250
1995	16,750	2,100	4,450	10,200
1996	16,800	2,100	4,850	9,850
1997	16,300	2,050	5,000	9,250
1998	16,050	2,050	4,900	9,100

Source: Hawaii State Department of Labor and Industrial Relations, *Labor Force Data Book*, May 1997, p. 11; <http://www.state.hi.us/dlir/loihi/LFR/cst1998b.txt>; and calculations by Hawaii State Department of Business, Economic Development & Tourism.

Table 10.04-- DEPARTMENT OF DEFENSE PERSONNEL AND DEPENDENTS: 1989 TO 1998

[As of September 30. Excludes Coast Guard]

Year	Total	Active-duty shore-based military personnel 1/	Dependents of active-duty military personnel 2/	Direct-hire civilian personnel 3/
1989	120,905	45,935	54,724	20,246
1990	113,471	41,887	51,727	19,857
1991	113,076	44,092	50,006	18,978
1992	110,428	44,864	47,671	17,893
1993	105,911	42,958	45,612	17,341
1994	99,188	42,161	39,989	17,038
1995	114,139	38,172	58,788	17,179
1996	111,002	36,392	57,786	16,824
1997	109,762	34,826	57,720	17,216
1998	104,018	34,643	52,643	16,732

1/ Excludes Navy personnel afloat or temporary shore-based, e.g., 5,600 in 1995.

2/ Includes dependents of Hawaii residents stationed out of the State, if those dependents remained in Hawaii.

3/ Includes Army personnel performing civil functions.

Source: U.S. Department of Defense, Washington Headquarters Services, Directorate for Information, Operations and Reports, *Department of Defense Selected Manpower Statistics* (annual), and at <http://web1.whs.osd.mil/diorhome.htm> and at <http://web1.whs.osd.mil/mmid/mo1/fy96>; for 1997 <http://web1.whs.osd.mil/mmid/m02/97city.htm>, June 8, 1998. For 1998: *Worldwide Manpower Distribution by Geographical Area, September 30, 1998* (p. 1) and <http://web1.whs.osd.mil/mmid/m05sep98.pdf>.

Table 10.02-- MILITARY PERSONNEL, DEPENDENTS, AND FAMILIES: 1980 TO 1998

[Includes Navy, Marine Corps, and Coast Guard personnel afloat on a homeported basis. Data differ from similar series compiled by the Bureau of the Census and Department of Defense]

Date	Personnel and dependents	Military personnel 1/			Dependents in Hawaii	Military families
		Total	Ashore	Aboard ship		
1980: April 1	125,042	61,019	48,813	12,206	64,023	26,129
1981: July 1	125,865	61,521	46,255	15,266	64,344	25,893
1982: July 1	127,816	61,107	54,184	6,923	66,709	26,009
1983: July 1	125,273	59,021	53,755	5,266	66,252	26,791
1984: July 1	127,887	60,804	56,321	4,483	67,083	31,415
1985: July 1	122,286	58,005	53,848	4,157	64,281	29,997
1986: July 1	124,794	58,584	53,616	4,968	66,210	29,481
1987: July 1	125,127	60,277	56,322	3,955	64,850	32,038
1988: July 1	133,958	64,053	60,621	3,432	69,905	34,535
1989: July 1	116,644	56,370	53,263	3,107	60,274	31,652
1990: April 1	113,833	53,898	50,681	3,217	59,935	30,934
1991: July 1	117,141	53,813	51,197	2,616	63,328	28,655
1992: July 1	109,959	52,965	50,206	2,759	56,994	23,751
1993: July 1 2/	107,603	45,437	44,152	1,285	62,166	25,952
1994: July 1	98,531	44,193	42,790	1,403	54,338	27,478
1995: July 1 3/	92,490	45,971	43,839	2,132	46,519	21,700
1996: July 1	98,356	43,019	40,457	2,562	55,337	24,667
1997: July 1 4/	97,344	41,769	38,884	2,885	55,575	22,996
1998: July 1 5/	101,311	40,773	37,761	3,012	60,538	24,965

1/ Beginning in 1982, ship crews living ashore are included with the total ashore.

2/ Air Force and Marine Corps data for 1993 partly estimated.

3/ Coast Guard and Marine Corps data for 1995 partly estimated.

4/ Coast Guard and Marine Corps data for 1997 estimated.

5/ Air Force and Army data for 1998 partly estimated.

Source: Hawaii State Department of Business, Economic Development & Tourism, annual survey of local commanding officers.

Appendix E

Selected Newspaper Articles from *The Honolulu Advertiser*

The Honolulu Advertiser
HAWAII

PAGE A19 ★

SUNDAY • FEBRUARY 13, 2000

Campbell violence alarming to many

By James Gonser
ADVERTISER LEEWARD BUREAU

Continuing violence at James Campbell High School has left teachers, parents and students searching for answers at the Ewa Beach campus.

The school suspended 25 students after a Feb. 2 brawl outside the cafeteria that sent two students to the hospital. The suspended students returned to class Friday.

The brawl follows more than a year of serious events at the school, including a police standoff with an armed student, bombs exploding on campus and several computer thefts. Parents complain that the administration has lost control of the campus, and some have kept their children home from school because they fear for their safety.

In response, Principal Louis Vierra has hired extra security guards and brought in off-duty police officers.

Vierra said the school does have problems, but they have been blown out of proportion.

"I've been told that the perception is the reality," Vierra said. "Look at Columbine and the tragedy there. They will always be known for that shooting. Unfortunately, we have had some high profile incidents at Campbell and they stay in people's minds. It's sad."

District 8's police commander, Maj. Gordon Young, agreed. He said Campbell is not a particular problem area for officers despite the recent events.

"We get called to all the schools in our district some time or another, nothing more than others at Campbell," Young said. "It's a large school so incidents do happen."

According to state Department of Education statistics, Campbell has about 2,300 students. It has a below-average daily attendance of 86 percent and below-average SAT scores, but an improving graduation rate of 97.1 percent as of the 1997-98 school year.

The school suspended 261 students during that school year, mostly for disorderly conduct and trespassing, according to state figures.

Some parents have complained that a group of boys calling themselves the Ewa Beach Boys, or EBB, have contributed to an atmosphere of fear on campus.

Police say the EBB is a gang, but Vierra is not so sure.

"Every community has bad boys with chips on their shoulders," Vierra said. "If you ask their parents if the kids are in a gang, they will deny it. They say it is just friends hanging out together.

Part 1 of 2

BEST COPY AVAILABLE

"Football and basketball players hang out with each other. The Ewa Beach Boys are from the same neighborhood. The problem comes when they push things farther than they should. If they are challenged, it could cause a ruckus, that is what happened."

Rep. Willie Espero (D-Ewa Beach) met with a group of Campbell students last week to hear their concerns about campus safety.

"I assured the students I would stay on top of the situation and make sure their questions are answered," Espero said. "Some students are really scared."

Espero said the Legislature is looking into security issues at larger schools this session, but said dealing with problem students must be resolved. "We don't want to tell anyone 'You can't have an education,' but if you cross that line there will be consequences."

Sen. Brian Kanno (D-Ewa Beach, Makakilo, Kapolei) has been getting calls from parents concerned about safety

"I've heard it's calmed down some, but an uneasiness persists. We need broader community discussions with parents to see how to improve the situation. A number of parents have told their children not to attend school," he said.

Lisa Suan, president of the Campbell Parent Teacher Student Association, said parents consider safety issues to be an even higher priority than curriculum.

"No one entity — administration, teachers, parents, can solve this problem on their own," Suan said.

Vierra met with about 50 parents Wednesday during a PTSA meeting, telling parents the school is working to control, contain and resolve the problems.

"The bottom line is children can go safely to school every day," he said. "It is paramount in my mind that children cannot learn if fearful."

Vierra has asked teachers to form a task force with military families, parents and students.

"We want to come up with an action plan to prevent this type of thing from happening again," Vierra said. "Not just looking at this year, but into the future. We feel we are getting the key players involved."

Part 2 of 2

Recent incidents at Campbell High

- **Feb. 7** — Police arrested a 16-year-old student for punching and breaking another student's nose during a fight.
- **Feb. 2** — Two students were treated for injuries after a lunchtime fight involving about two dozen students outside the cafeteria. Several teachers were allegedly struck with chairs. The school suspended 25 students.
- **November 1999 to January 2000** — Thirty-one iMac computers worth more than $50,000 were stolen over three weekends.
- **January 1999** — A homemade "sparkler bomb" exploded in a stairwell at the math/science building and injured 13 students, one suffering permanent hearing loss. Three students were arrested.
- **September 1998** — A 17-year-old senior with a gun threatened the vice principal, teachers and other students and then barricaded himself inside a portable classroom. The boy eventually surrendered and was arrested.

Mother of beaten boy at odds with school

By Mike Gordon
Advertiser Staff Writer

The mother of a Maui eighth-grader who was hospitalized after a vicious beating by four classmates said yesterday that school officials have not taken the incident seriously enough.

But Maui police say the boys — a 13-year-old and three 14-year-olds — will face assault charges in Family Court. And the Maui school district superintendent said the boys may face other consequences.

"Our internal investigation, which should be completed by Friday, will determine what further consequences will occur," Maui district Superintendent Paul Brown said yesterday. "It's certainly not over."

Lynn Awai-Tavares, whose son Cody remains in guarded condition at Kapiolani Medical Center for Women and Children, said she and other parents believe Kalama Intermediate is a dangerous school. At a PTA meeting Tuesday night on Maui, more than 100 people gathered for a vocal, sometimes confrontational, discussion of the beating.

CODY: Remains in guarded condition in hospital

Four teenage boys kicked Cody in the stomach so hard on Nov. 17 that his pancreas is swollen to three times its normal size. Cody's doctors say he will probably be hospitalized for six weeks.

Kalama Principal Stephen Yamada suspended the boys for five days. Yamada could not be reached for comment esterday.

"The school is still saying it s a blue-ribbon school, it is ot a violent campus," Awai-avares said. "My feeling and veryone else's, is obviously it is violent."

She said Cody, who started at Kalama in the seventh grade, has often been the unprovoked target of bullies.

Sgt. Robert Fernandez, the supervisor for the Maui Police Department's juvenile section, said the Kalama parents are not focusing on the whole picture.

He said the four alleged offenders, now in the custody of their parents, will appear before a Family Court judge. If found guilty, they face penalties from probation to incarceration.

"All the schools have their share of fights," Fernandez said. "Kids have disagreements. But I can't say that Kalama is a violent school."

Brown said that the five-day suspension "was just an initial consequence based on what we knew at the time." Brown said he would continue to assess the situation as the police investigation progresses.

"We have to consider that some of the boys may have just been witnesses," Brown said. "There may be a range of consequences."

BEST COPY AVAILABLE

The Honolulu Advertiser
HAWAII

SUNDAY • DECEMBER 12, 1999

Bullying problem worries schools

Experts suspect severity of incidents rising

By Alice Keesing
ADVERTISER EDUCATION WRITER

Bullying is an insidious problem that can make school an everyday misery for children. Hawaii educators say it's time to stop sweeping the issue under the carpet as something that is "just a part of growing up."

It is an issue that has gained attention in the wake of what happened to 13-year-old Cody Tavares, who lies in an Oahu hospital bed with a damaged pancreas after allegedly being beaten by four classmates at Kalama Intermediate on Maui.

What happened to Cody is an extreme case, but he had been the target of unprovoked attacks before the incident three weeks ago, according to his mother, Lynn Awai-Tavares. Last week she described how boys at his school have tripped him and shot paper clips at him with enough force to cut skin.

There are no statistics on bullying in Hawaii schools, although incidents are included in Department of Education harassment reports. Those show 895 cases of harassment statewide during the 1998-99 school year, down from 1,115 two years before.

Education experts suspect that while the number of bullying incidents is not rising, their severity may be.

Schools also are reporting a troubling new trend: Students with court-issued temporary restraining orders that prevent them from approaching or contacting other students. Melvin Seo, the Department of Education's security chief, couldn't say how many restraining orders have been issued to students, but he said they are difficult for schools to deal with.

Whether it's name-calling or shoving in the hallways, bullying can have serious consequences, according to Meredith Monteville, a counselor at Aiea Intermediate School, and Adrienne Valdez, a labor education specialist at the Center for Labor Education and Research at the University of Hawaii–West Oahu.

They are two of only eight people in the country trained by the National Education Association to lead workshops showing teachers how to "bully-proof" schools. In February, they'll train a group of Hawaii teachers to lead the workshops so more can learn the techniques.

Victims of bullies often suffer from low self-esteem and become anxious about school, the experts say.

"They might dread lunchtime, dread recess time, dread going to the bathroom — all those places that are unsupervised," said Valdez. "It interferes with their right to get an education."

On Friday, Monteville brought together 14 seventh- and eighth-graders from Aiea Intermediate School to talk about bullying. The students agreed that dealing with bullies can be scary. They said they see a lot of teasing and pushing at school, but were hesitant to admit they had been bullied.

Part 1 of 2

BEST COPY AVAILABLE

Being the target of bullies can leave them feeling helpless.

"It seems like (adults) don't care, because they don't do anything about it," said 13-year-old Crystal Ishihara.

Turning to an adult also can make the intimidation worse.

"If the (bully) does get into trouble, they just get more mad," said 12-year-old Heather Burgo.

Often students are left feeling they have to deal with the situation on their own — which can have negative consequences. Last year, Aiea seventh-grader Teavaiki Va'a said he had an older boy threaten to beat him up unless he handed over money. The boy cornered Va'a after school one day, and Va'a fought back. Although the harassment stopped, Va'a was suspended for fighting.

Aiea Intermediate Principal Clarence Delude said the amount of bullying at the school has dropped since he came on board two years ago.

"We jump on it right away," he said. Bullies face suspension, but also are helped with programs such as peer mediation, he said.

Bullying behavior often is learned at home, said Monteville.

"It's all about power and control," she said. "The bully enjoys hurting these people. They think that people deserve to be hurt for whatever reason — because they're handicapped, because they don't wear nice clothes, because they don't do well in school."

Bullying peaks at the intermediate level, experts say, and is more likely to involve boys, although girls have their own form of intimidation.

"They do exclusionary bullying," Monteville said. "Like, 'You can't be my friend,' or 'You can't be part of my club.' "

Bullying in the school yard also can lead to more serious behavior. Research shows that one in four bullies will have a criminal record before reaching age 30.

"There's not one quick fix or one right answer to resolving this complex issue," Valdez said.

One answer is to show children the right behaviors at a young age. The workshops instruct children to imagine how others feel. If they feel empathy, they are less likely to bully and more likely to help if they see someone else being bullied.

The Department of Education has produced an educational video on bullying, which it will distribute to all intermediate and high schools as soon as money allows. And it is revising its definition of harassment to include the word "bully."

Meanwhile, Michael Victorino, the Board of Education member from Maui, said he's talking to legislators about a law to establish stronger consequences for violent behavior in schools. "Right now our laws and policies do not give us enough measure of punishment to fit the crime," he said.

Although the boys accused of beating Cody told school administrators the incident began with innocent horseplay, two of them were suspended for 10 days; the other two were suspended for five days. The punishment is in accordance with department policies. Maui police are still investigating the assault, and Awai-Tavares said she is considering legal action against the state.

Part 2 of 2

The Honolu

Sunday

ALOHA SPIRIT

Schools struggle to teach tolerance

Racial incidents highlight need

By Yasmin Anwar
ADVERTISER STAFF WRITER

For years, officials o Hawaii's public school campuses have quietly settle schoolyard and classroo spats sparked by bigotry leaving major conflicts to th Department of Education' civil rights compliance offic downtown.

But a rash of headline grabbing incidents in whic African-American student were mocked or harassed because of their race has force the Department of Educatio to look more seriously at diversity education.

Although there have been no major racial problems since December, when the mother of an African-American student reported her son had been harassed at Maui's Iao School, education officials are shopping around for a diversity program they hope will prevent such incidents.

"Some of the high-profile cases that hit the newspapers and the TV — like Iao School — sort of gave the public a picture that all is not well," said Tom Yamashita, director of the civil rights compliance office at the state Department of Education.

"We have been successful in stemming these things when they occur, but it's like putting out fires. We have to concentrate on not starting them."

The Board of Education proposed an amendment to a state schools rule recently that would penalize students who taunt others because of their sexual orientation. It will be the subject of public hearings later this year.

Meanwhile, state education officials are assessing existing diversity training programs. "We don't need to reinvent the wheel," said Hawaii Civil Rights Commissioner Faye Kennedy.

But finding the right program is not as simple as it sounds.

Search for curriculum

"It's a tough area to master and to teach, and it's possible to do a really bad job," said Bill Hoshijo, executive director of the Hawaii Civil Rights Commission, which is involved in the search for a solid diversity curriculum.

Indeed, experts say teaching tolerance entails more than celebrating Martin Luther King Jr. Day and holding a diversity workshop once a year.

"We don't want to do a one-shot deal. We want to do something that is institutionalized," said Kevin Shollenberger, Hawaii regional director of the National Coalition Building Institute, whose program is being looked at by state education officials.

The institute, formed in Boston to resolve conflicts between Jews and African Americans, is currently overseeing diversity programs at Maui's Lahainaluna School and Pahoa Intermediate and High School on the Big Island.

One challenge, Shollenberger said, is breaking through Hawaii's veneer of interracial aloha, which leads many to believe racism is not a problem here.

"There may not be people burning crosses on people's lawns and destroying synagogues," Shollenberger said, "but I think discrimination and racism is alive and well."

Take the recent cases that spotlighted racism against blacks in Hawaii schools:

Part 1 of 2

BEST COPY AVAILABLE

In 1997, two Kalaheo High students filed a $14 million federal suit against the Department of Education after a Kalaheo yearbook showed a photograph of African Americans accompanied by the caption, "I like pigs feet! I like hog mollz! Where da collard greens?"

The state paid $80,000 to settle the suit and agreed to require yearbook advisors to undergo sensitivity training and to establish a racially sensitive publications code.

The following year, Castle High's yearbook made the news after it showed a photo of a young man dressed in a Ku Klux Klan robe and hood.

Then this January, the mother of 14-year-old Philliep Knox filed a civil rights complaint alleging her son had been verbally and physically harassed by Iao School students and staff because he is black.

The Knox family has considered suing the school district, but is willing to settle the case out of court, said Andre Wooten, the family's lawyer.

Wooten said he supports the Department of Education's attempts to teach tolerance, but said he expects racism in the schools will continue as long as there is a bias in the teaching of world history.

"Racism is fostered and engendered by ignorance," Wooten said. "Until a true and accurate history of Africa is taught, the school systems will continue to perpetuate racism."

Acknowledge bigotry

Educators warn that throwing out inflammatory words like "racism" and "sexism" puts students and parents on the defensive.

Laverne Moore, a veteran teacher and early childhood planner, said she bore the stigma of being called a half-breed as a child because she is part-Hawaiian, part-Portuguese.

Today she uses that experience to encourage children and parents to air their own feelings about bigotry.

"The school system needs to be innovative, creative and open to different ways of doing things," Moore said. "If we embrace the parents and the children, we won't have the lawsuits."

The National Coalition Building Institute takes a similarly gentle approach.

"We have learned that children who, themselves, have been oppressed are more likely to lash out at others," said Devorah Kaplan, a graduate of the institute who co-directs a prejudice-reduction program at Pahoa Intermediate and High School.

After an assembly introducing the idea of diversity, seventh-, eighth- and ninth-graders volunteer to serve as team leaders for the program and try to meet weekly.

Through exercises, they explore how they feel when they hear disparaging remarks made about their race, gender or culture; how to cope with conflicts brought about by teasing; and how to find common ground.

"I had one kid who, during the program, realized he had more in common with his 'enemies' than with his friends," Kaplan said.

Students are encouraged to take pride in themselves so they won't feel the need to put down others, but are discouraged from chauvinism, the belief that they are better than others.

Yamashita of the Department of Education civil rights compliance office said he is pleased to hear that schools are undertaking such programs. He said he deals with about 15 complaints over the school year, and those are just "the tip of the iceberg."

"There was a period of time when people said, 'We don't have a racial problem,' but now most people realize we have a serious problem," he noted.

"There are lots of success stories we never hear about because the administration dealt with the problem, but sometimes it's allowed to continue with very detrimental results, including publicity."

Part 2 of 2

The Honolulu Advertiser SUNDAY • SEPTEMBER 12, 1999

Central school district wins anti-violence grant

By Karen Blakeman
ADVERTISER STAFF WRITER

The Central Oahu School District will receive $5.4 million over three years as one of 54 recipients of a federal grant designed to combat school violence.

President Clinton announced the grants yesterday.

The district will receive annual payments of $1.8 million for the programs. The grant application was written by former district superintendent Aileen Hokama.

"Isn't it wonderful?," Hokama said yesterday. "A lot of hard work that finally paid off."

The money will be used to benefit students in all grade levels, with much of it funneled toward efforts to recognize problems and respond to student concerns long before situations erupt into violence.

At the preschool level, it will go to neighborhoods where there may be at-risk children. Middle school students between the ages of 12 to 15 — whose needs are so different from those in either elementary or high school — will benefit from after-school programs designed to fit those needs, Hokama said.

Retired police officers are to be hired for each of the high schools and intermediate schools. The officers will help not only to provide security, but to educate the educators on how to spot troubled students and respond to emergencies, Hokama said.

"It's an all-village approach," said Department of Education spokesman Greg Knudsen. "We'll be looking at the Central district's performance, and hoping it will provide the model for all of our schools."

Part of the money will be used to help educators implement and assess whether they are helping their students to achieve standards set by the state in each academic subject area.

A comprehensive mental health and student support system, one that will offer readily available services and an easily approachable contact team, is also included as part of the program.

And, Hokama said, each part of the proposed program has a self-assessment element to it, so district administrators will know immediately whether an initiative is working.

"There are a lot of educators out there trying to take this sort of initiative," Hokama said. "We were lucky."

Thursday • MARCH 2, 2000

Retired officers assigned to schools

'Safety managers' to provide security

By Brandon Masuoka
ADVERTISER STAFF WRITER

Retired law enforcement officers will be placed in 12 Honolulu, Leeward and Windward public high schools beginning March 15 to provide additional security and safety.

The Department of Education's School Safety Management Program will provide trained retired officers, with at least 20 years of law enforcement experience, for all interested Hawaii schools.

The unarmed officers, called "school safety managers," will function as on-site consultants and provide on-call, 24-hour security expertise. The officers also will be placed at 11 middle schools in August.

"If a student doesn't feel safe, they can't learn," said Hilo High School junior Joel Samuels, who applauded the program.

The recent elementary school shooting in Michigan and a rash of burglaries and vandalism at Kailua, Lanikai and Hauula elementary schools have underscored the need for additional safety and security but were not the reason for the program, officials said.

Schools Superintendent Paul LeMahieu said "the issue of safety on campus is a pressing concern," and Honolulu Police Assistant Chief Henry Lau said "every child should be able to go to school feeling safe."

The program will be paid for with federal money with yearly payments of $8,000 from high schools and $5,000 from intermediate schools. Officers will be paid $2,200 to $2,400 a month.

Former city prosecutor Keith Kaneshiro's security firm won the bid to provide the security officers.

The Honolulu Advertiser

MARCH 6, 2000

Schools listen to base families

Forum addresses military concerns about education

By Mike Gordon
ADVERTISER STAFF WRITER

It sounds like another education task force with too many syllables, but the fledgling Joint Venture Education Forum already has secured $18 million in federal money to improve public schools with large numbers of students from military families.

The forum, a partnership between local military leaders and the state Department of Education, was created last June to dispel misconceptions about the public school system, help new students adjust and make the best of federal education money.

LEMAHIEU: Encourages joint effort

Superintendent Paul LeMahieu, who is co-chairman of the forum, said the group provided information last fall that helped Hawaii's congressional delegation, especially Sen. Daniel Inouye, secure a share of the current federal defense budget specifically for education needs here.

"There is little doubt in my mind that having the unified voice and speaking about the same concerns and problems made it possible for the senator to do his good work on our regard," LeMahieu said.

About $13 million will serve special education children and program development. The remaining $5 million will go toward construction and maintenance, and LeMahieu said he has challenged forum members to find the best way to spend the money, which only can be used at schools with large enrollments of military children.

He gave the forum — comprised of 16 military officers and state educators — a list of 15 needy schools and asked forum members to prioritize a repair list that totaled $25 million.

"Without the forum, this money would end up in the state's hands, and the state would use it in whatever way it saw fit, but not necessarily with the input or under the direction of a body that included the military itself," LeMahieu said.

"What you wouldn't have is the direct and explicit input of the community itself looking at the priority list."

The forum has met once a month, but only recently got to a point where it was ready to tackle real work. LeMahieu said he plans to evaluate its progress in May.

There are 28,000 military children in Hawaii's public schools, and education has become a key quality of life issue for their parents.

Within the armed forces, a perception that Hawaii's school system is inferior to those at other duty stations long has existed. It had become such a concern that officials of Marine Corps Base Hawaii in Kaneohe arranged for meetings in January between school officials and military career counselors.

"I think what has been historically a vague quality-of-life issue has, for the last two to three years, really come to a head as a make-or-break matter for whether or not folks want to serve here," LeMahieu said.

The forum was created to deal with the bigger picture, such as policy issues that would affect the system or several of its schools.

Part 1 of 2

BEST COPY AVAILABLE

Although many schools have enjoyed long and happy relationships with military posts in their communities, the larger issues were not being dealt with, said Air Force Col. K.C. McClain, co-chairman of the forum and director of manpower, personnel and administration for the U.S. Pacific Command.

"What we realized we did not have was a group to work the over-arching issues," she said. "We also didn't have any interaction with DOE."

One of the original problems was how to give children and their parents accurate information about life and learning in Hawaii, she said. Even though military families can move as often as seven times in a typical career, it never gets easier, especially as children grow older.

"Across the United States, there is increasing interest in education," McClain said. "In the military, it's considered a quality-of-life issue. It's one of those things that can cause you to separate from the service."

Solutions from the forum include informational videos, Web sites and e-mail communication with children and parents who are already familiar with specific Hawaii schools, McClain said.

"One of the things we are looking at doing, particularly with teenagers, is the ability for them to talk directly to each other, especially since everyone seems to have e-mail," she said. "We're trying to look for ways to eliminate the unknown and ease the transition."

She noted the success of a worldwide Army program being used at Schofield Barracks. Teenagers there volunteer for the Youth Sponsorship Program and help new arrivals via e-mail and letters.

The forum also would like to conduct "exit surveys" of military families who are moving on to another assignment, but hasn't decided if that should be done by the schools or the military.

"We're trying to get to the ground truth of people's experience here," McClain said.

Lea Albert, the DOE's Windward District Superintendent, is a member of the forum. About 2,000 of the 19,000 children in her district are military.

By creating better communication, the forum will do more than offer a welcome wagon, she said.

"Hawaii's schools have too many misperceptions about them," she said. "They are solid schools. And they are only going to get better. This group can get the real picture of where our schools are throughout the world."

Part 2 of 2

BEST COPY AVAILABLE